





## Lancaster Higher Education Conference

## Political class is too assertive

by Peter Scott

Politicians and civil servants have become much more "assertive and intrusive" in and into the affairs of higher education, Professor Burton Clark of Yale University told the Fourth International Conference on Higher Education.

Professor Clark, who heads the university's Higher Education Research Group, said that more and more issues in higher education were now divided along the lines of party politics. Ministers and legislators had expressed views on their own terms in many countries.

"Higher education in every country of western Europe is more politicized in the mid-1970s than it was two decades earlier," he added. "In Britain rising costs and increased public interest already have caused the political class to become more involved. There is no dearth of evidence that politicians increasingly see the coordination of higher education as too important

to leave to educators and a bureaucratic staff."

However, Professor Clark also stressed the continuing influence of academic units. Bureaucratic or political coordination at higher education could be carried out only so far, "just as systems can creep up on institutions, so institutions can creep away from control," he said.

The basic membership group in nearly all universities and colleges was the discipline or profession. These provided "a functional basis for strong departmentalism."

He argued that the superstructure of committees, faculties and even institutions was not only composed of groups of disciplines but was to a great extent ruled by them.

Although the expansion of student numbers had led to a great increase in the bureaucratic control of higher education, it should not be assumed that in any struggle for influence between academics and bureaucrats the latter would be outmanoeuvred.

Professor Clark admitted that a

powerful case could be made that in the rapid changes of the last 20 years senior professors had been the great losers of academic power and state administrators the ones who had gained most.

But the academic "understructure" of departments and disciplines rallied on and moved about in its own ways. Centralized coordination became self-defeating if it became out of step with this "organic professionalized understructure."

He added that too much centralization led eventually to creeping decentralization back to the level of the individual enterprise or institution. This was particularly likely to happen in higher education because its tasks were so esoteric and the whole enterprise so multifarious.

Professor Clark identified four paths of coordination, by bureaucracy, profession, politics, and market. "It is much more useful to search for ways in which they are reconciled than to urge a single form to the exclusion of the others," he concluded.



## Yale skipper sparkles in world cup

Yale's Higher Educational Research Group captained by Burton Clark nosed ahead, four papers to three, of the Iona team, Lancaster's Institute for Research and Development in Post Compulsory Education captained by Gareth Williams, at last week's "world cup", the fourth international conference on higher education held at Lancaster.

However, many would dispute Yale's win. The goal of the match was certainly the paper by Lancaster's Oliver, Fulton and Alan Gordon on the "pool of ability" among 15 and 16-year-olds in Britain which was both the report of original and substantial research and likely to have an immediate impact on policy.

Yale's goals, in contrast, were rather scrappy, although their sustained but uninspiring graft in the working parties was made up for by a sparkling performance by their captain, Professor Clark, who gave probably the best plenary address during the four-day match.

But neither Yale nor Lancaster could rival the Open University's score-line of eight papers. However, those were heavily concentrated in the "lower division" of working parties, on student learning and the role of the media. The OU managed only one score in the top two divisions, "post compulsory structures" and "priorities for the 1980s".

Port of the fascination of a conference like Lancaster's in Lancaster is to observe both the rivalry and the interdependence of the various networks—Yale's HERG, Lancaster's IPCE, the acolytes of the OU's redoubtable pro-vice-chancellor Naomi McIntosh, and so on. The world of higher education policy studies is a small and slightly incestuous one. This conference therefore was an opportunity to observe how

the pecking order has changed. On this reckoning Lancaster has gone up, Yale stayed about the same, and the OU declined a little.

This incestuous quality came through in serious as well as trivial ways. Although the 250 delegates came from 25 countries, it was really a gathering of the rich North Atlantic world and its southern hemisphere outposts. The few participants from Hong Kong or the West Indies were overwhelmed by the big battalions from America, Britain, Sweden, and the economic superpower organizations that live mainly in Paris.

All this deeply marked the character of the discussion at Lancaster. Everyone realized that today's questions are different from those of 10 years ago but no one seemed sure of the right answers. Then higher education could rest comfortably in the glorious isolation of its boom years. The questions were: what can universities and colleges do to provide opportunities for the "masses" and slightly less obvious ones: to create economic growth, to stimulate intellectual radicalism

in a conservative postwar world even?

Today higher education has to be linked much more closely with other social policies and the questions have been turned on their heads: what can be done in schools to stimulate demand? How can higher education be provided cheaply so that it is not a burden on the national economy?

A variety of responses to these new conditions were given at the Lancaster conference. Although a higher education conference it spent much time discussing all postsecondary, even all post-compulsory education. There was some temptation to retreat into the shell of steady state, the deep hostility to "education"—the often desired "planning" of the 1960s in new and less attractive clothes—came through strongly. Those were not answers certainly to the new questions for higher education but they were perhaps the raw material from which answers could be fashioned.

## Extramural barriers should fall

The barriers between extramural departments and universities proper should be breached, Mr Oakes, Minister of State at the Department of Education and Science, told the conference.

"I can see no compelling reason why courses taken in this part of the university whose students are part-timers should not count, perhaps on a credit system, towards a degree," he said.

Mr Oakes also hinted that universities should be more flexible in the entry standards they demanded from adult students. He called for "a fresh look" at entry qualifications. Experience had shown that this academically unqualified could achieve good results on degree courses when selection procedures had been sufficiently sensitive.

On adult education Mr Oakes felt there was a golden opportunity to make real progress towards continuing education and lifelong learning. The seeds already existed. What was needed was a larger vision to enable them to grow into "a coherent, though still richly varied garden."

But the minister also stressed the urgent need to provide proper support for research and related high quality courses in higher education. We had to make sure there was no slippage of support for the necessary and technological discovery drying up.

## Boundaries between sectors fade

It will become increasingly difficult to make a sharp distinction between secondary and higher education, Professor Urban Doherty of the University of Uppsala warned the conference.

He said that in most countries strong political pressures were being put on governments not only to provide equal educational opportunities but also to redistribute resources. This would blur the boundaries between secondary and higher education.

However, Professor Doherty said that the boundaries between present-day sectors of education would be loosened up. Secondary education should be seen as a continuum with higher education.

He welcomed the new view of recurrent education provided by the World Bank. It was regarded as "a plan which is a step towards a new vision" and that it was "a welcome sign that it was possible to see education as a continuum of existing practice."

Nor did the growing gap of recurrent education mean that barriers between the sectors should be abolished. It could help policy-makers to better plan provided they did not use it as an opportunity to pursue a military pattern.

Recurrent education was quite different things to different people, he added.

## Elements of conflict in the 1970s bring new attitudes

by Simon Midgley

Lord Bridges, provost of Worcester College, Oxford, delivered the first plenary address at the conference's general theme "post-compulsory education in the 1980s", said that at least five areas of interest ought to be considered: higher education in universities, polytechnics and other institutions in which study led to degree; labour education and education for particular age groups, for example, the over-65s.

Reviewing the reasons why over the past few years educationalists internationally had started talking about post-compulsory education rather than higher education, he said six major factors ought to be considered.

First there had been demographic changes: not only had the baby boom been a falling-off in the size of the traditional higher education age group but there had been an increase in the proportion of the population who were over 65.

This, he said, had led to increased interest in the problems of aging out, in turn, the concept of education as a continuing process.

There had also been increasing concern about what he described as the "mole of our institutionalization", beginning with the appearance of Ivan Illich's book *De-Schooling Society*.

The third factor he identified was the emergence of new attitudes to work and leisure and the shape of societies. "We are dealing in the

1970s as we were dealing in the 1960s with elements of conflict, uncertainty which do change changing attitudes to work and leisure. The question is to what extent is education for life a new element in a new kind of society?"

Other factors that needed to be recognized, Lord Bridges said, were the changing nature of education in the light of social change, the influence of specific groups and revisions of educational policies.

There were, he believed, possible patterns of education post-school provision in the 1980s. The system could be allowed to develop in a sporadic fashion, the result of separate, uncoordinated initiatives, or efforts could be made to coordinate the existing provision while supporting new initiatives.

While not favouring any particular pattern of education, Lord Bridges said that the likely model for the future would include strengthening and continuing the existing range of national activities and, later, specific activities judged to be of national priorities.

## Crisis over subject matter

The western world was facing a crisis over the subject matter of post-compulsory education, Lord Valzey, head of economics at Brunel University, told the conference.

Loss of esteem, particularly in such disciplines as the social sciences, the self-doubt this had engendered in academics, together with massive youth unemployment were more responsible for the crisis than the popular belief that the courses were demagogic.

The whole view of post-compulsory education was also closely connected with political happenings and this too was likely to intensify pessimism and doubt.

Certainly one recourse was no longer open to institutions—their

"We can no longer escape basic question of what we want to learn, what we should learn, and how we should learn. If we do not settle these things, we shall be more than a shadow of ourselves."

Longer he said, the curriculum was no longer being prepared by the state but by the market, and this was a dangerous situation.

Both staff and students were being prepared to have to change their attitudes to the new learning.

## Smallpox lab was due for investigation

by Robin McKie  
Science Correspondent

Birmingham University's virus laboratory was shortly to have been investigated as part of a routine government health and safety check when the suspected smallpox outbreak there was discovered.

Mrs Janet Parker, a photographer working in the floor above the smallpox laboratory, was found to have the disease three weeks ago. Another smallpox suspect was last week allowed to return home.

Last week, the head of the university's medical microbiology department, Professor Henry Bedson, was found at his home with his throat cut. He died on Wednesday.

The government watchdog body, the Health and Safety Executive, began routine university inspections this year about 20 per cent of British universities are to be covered each year and Birmingham was one of the first on the list. Inspection had begun but had not reached the virus laboratory, which is within the department of medical microbiology.

The university could face legal action if subsequent investigation shows any indication of negligence or criminal responsibility at the laboratory. The executive has already ordered it to cease all work with dangerous viruses and procedures which could follow if it is believed that the Health and Safety Act 1974 had been broken.

Conviction could then result in fines of up to £1,000 at a magistrates court or unlimited fines and a maximum of two years in jail if the case was taken at a Crown Court.

However, the laboratory had already closed down by the time the HSE ruling was announced. The university has pointed out that it had been visited in 1976 by the Dangerous Pathogens Advisory Group, which had authorized it to continue smallpox work, and this year by a team from the World Health Organization.

The advisory group is responsible for advising the Department of Health and Social Security about the codes of practice which should be adopted for dealing with category A pathogens, the most dangerous forms of viruses, including smallpox. A DHSS team is now

## WUS makes 100 awards to Chileans

by John O'Leary

Awards have been made available to more than 100 Chilean students who feared they might lose places in British higher education because of delayed grants announcements, but changes in regulations may rule out many of those who have been in the country longest.

Although the World University Service has been told it can allocate 115 grants to Chilean students, those who have been in Britain for three years or more will no longer be eligible for the scheme. Only the spouses of present award-holders will be exempted.

The reason for the change of policy is that prospective students who have been in Britain for three years could now apply for grants from local education authorities in the normal way. Funds for the WUS scheme came from the Overseas Development Ministry, which is anxious not to duplicate existing provision.

About 20 Chileans are likely to be caught in the change of responsibility. WUS expects few of them to obtain grants because most, and particularly any postgraduates, are likely to find they are too late to apply successfully to their local authority.

Less than 50 awards have been allocated so far because of the delayed announcements from the Overseas Development Ministry, which is confident of filling almost all the places. However, English language courses, which are vital for many students to take any real part in university courses, have had to be shortened in length considered unsatisfactory by those administering the scheme.

The association welcomes the report and is particularly recommending for the coordination of agencies. It stresses that it has long sought the establishment of a Department of Education, Science and Training and believes that administrative structures should be set up to overcome the division between education and training.

It deplores the report's lack of enthusiasm for compulsory day release and reiterates that all young people should have the right of access to continued education and training as a first step towards the phasing in of compulsory day release.

The Association of Metropolitan Authorities in its response expresses disappointment over the rejection of the scheme by the local education authority for guidance and placement of young people.

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Professor Bedson

Investigating the Birmingham laboratory outbreak, Professor Henry Bedson was the last university laboratory in Britain to continue research into smallpox and was shortly scheduled to cease this work. The outbreak he first in almost a year to have been reported anywhere in the world, the last case being diagnosed in Ethiopia.

## NATFHE presses for word on exams

The National Association of Teachers in Further and Higher Education

is to urge the Government to make an early announcement on the introduction of a common system of examinations at 16 plus, following the Weddell Committee Report's acceptance that it is feasible.

Although it welcomes the report, the association is concerned that the lack of adequate further education representation on the committee has led to a neglect of those who are providers of candidates.

The BEC proposes that the study period should be kept comparatively short. There might be correction courses or similar provision for people unable to attend a centre for regular instruction.

In such cases, the document states, "it would be advantageous for the course to include a compulsory period of residence to ensure that students received individual assistance with their problems."

The BEC points out that British cannot stand aside from the growing movement in Europe to give

restoration of the Claverton pump-house was carried out by volunteers directed by the Kennel and Avon Canal Trust and not purely by engineering students from both Universities, as reported in *The Times* (August 25).

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## Union lifts sanctions on BEC courses in Surrey

by Patricia Santinelli

Sanctions imposed by the National Association of Teachers in Further and Higher Education on the provision of Business Education Council courses at four Surrey colleges have now been lifted, but only for the current financial year.

This follows negotiations between Surrey County Council and the union's national executive which began in July.

The dispute which arose out of a refusal by the authority to grant 60 lecturers at Brooklands, North East Surrey, Guildford and Redhill colleges extra resources has already prevented the start of any BEC courses in 1978.

Now the authority has agreed that £1,000 originally available for two colleges could be used for the preparation of BEC courses, without any detriment to other courses in the colleges. Additional resources originating from good housekeeping by the colleges would be allocated to Technician Education Council and BEC courses. More importantly the council has promised that requests for additional resources in the 1979-80 budget will be given sympathetic consideration.

But Mr Peter Dawson, NATFHE's negotiating secretary, warned that they were only satisfied with solutions for the current financial year. Their position will be reconsidered when budgetary arrangements for next year are known, he said.

NATFHE's dispute with Oxfordshire County Council involving six colleges in a similar position has not yet been resolved. But the authority has agreed to meet a national deputation within the next month to discuss a possible solution.

A major scheme of vocational education for adult employees who have spent some years in their jobs is outlined in a BEC consultative paper published this week.

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South Africa

# Salary snub to university staff

from Martin Feinstein

**CAPE TOWN**  
An eight-month old salary gap between universities and other higher education institutions has been interpreted as a snub to university status, and the Department of National Education is under increasing pressure to review the shortfall.

The gap dates from January, when the government overhauled salary structures at schools, teacher training colleges and technical colleges with an average 5 per cent increase but left universities unchanged. Now universities are at average 9 per cent behind on the government qualifications-based sliding scale.

At its first meeting this year, the Committee of University Principals expressed concern at the gap and agreed to press the DNE for equal pay for all teachers in higher education.

After a discussion in March between universities, the UNE and the Treasury, the Cabinet advised the CUP that revised salaries were under examination. The CUP has since adopted a wait-and-see attitude.

Surprisingly, Afrikaans universities are leading the wage campaign. Only two university councils—at Pretoria and Durban—criticized their individual misgivings. A strong Pretoria resolution expressed to the government its deep concern "at the disregard not only of the status and prestige of the university when the salary structure was revised, but also in neglecting to view and treat education as a whole in this respect".

The resolution called for "immediate removal of the salary gap". Natal followed suit with a resolution supporting Pretoria but subtly toned down after the Cabinet assurance.

A further complication is that the Government does not publish teachers' pay scales. Even the President of the Association of University Teachers, Professor Moelwyn-Hughes of the University of the Witwatersrand, is outside of the precise size of the salary gap he is working to remove.

Professor Moelwyn-Hughes says the AUT was trying to arrange a meeting with the Minister of National Education, Dr Pier Koorhof, as soon as possible.

The AUT is still unsure of the

roots of the gap, but a source close to the talks between the university advisory council and the DNE said a bureaucratic foul-up was the cause. Training and technical colleges, schools and universities each fall under a different sub-department, and uncoordinated salary reviews at the beginning of the year left universities behind.

At Michael Savage, chairman of the staff association at the University of Cape Town—where Vice-Chancellor Sir Richard Luyt is in the forefront of negotiations—said: "The salary gap is a very serious issue. What we do know is that it is far more profitable for someone to teach at a training college than at a university. And someone with a PhD in history would earn far more at a government school than at a university."

The association set the end of August as a deadline to go public with their grievance, setting off a possible chain reaction on other campuses.

The final say rests with Finance Minister Owen Horwood. There are fears that the Minister, who is principal of the University of Natal for three stormy years in the late 1960s—has taken offence at the universities' attitude.

New Zealand

# Union sells office to cover loss

from Lindsay Wright

**WELLINGTON**  
The New Zealand University Students' Association (NZUSA), facing accumulated losses on its travel business, is to sell the building it bought two years ago as its national office.

A special general meeting of the association sold the national executive that it wanted the commercial operations of NZUSA scaled down and the focus of attention more clearly directed to student needs.

With a business turnover last year of some \$3m, the Student Travel Bureau accumulated losses, variously estimated at between \$50,000 and \$90,000 and subject to negotiations with the Australian union's travel division was not unduly large, according to the bureau's director, Mr David Colbert.

The simple explanation, said Mr Colbert, is that last year's sales failed to meet expectations as business dropped some 30 per cent on the 1976 figures. Determined to protect its staff, the association kept

then on when the financial indications clearly called for staff reductions.

Proceeds from the sale of the association's building, worth about \$150,000 on the open market, and from the sale of a small publishing enterprise and a small travel company in suburban Wellington, should more than cover the travel losses.

Meanwhile, the Student Travel Bureau will continue to operate by concentrating on charter flights. The clerical work formerly handled by the bureau has been taken up by bank branches on the university campuses.

NZUSA, which first rented its own office space in 1938 some nine years after its formation, has had five rented homes in Wellington since that date, moving each time the staff numbers became too high for its current office.

The sale of its building will not necessarily mean another move, however, because the association's continued tenancy is a condition of the building's sale.

Israel

# Fund set up to help industry

from our correspondent

**JERUSALEM**  
The planning and grants committee of the Council for Higher Education has taken an unusual step in setting up a fund to encourage university scientists to increase research activity which is likely to help industry.

The committee had hoped to find natural financial partners for the fund in the Ministry of Industry, Trade and Tourism and the National Council for Research and Development but this was not to be, and the committee set the fund going with an initial allocation of six million Israeli pounds.

The chief scientists of the ministry and the director of the NCRD have nevertheless accepted invitations to serve on the board of the fund. Other members include a leading industrialist, a member of the Israel Academy of Sciences and Humanities who is chairman of the board, and three representatives of the committee.

Denmark

# Temporary ban on new teaching jobs

COPENHAGEN

The Danish Education Ministry this month announced a temporary ban on the employment of new teaching staff for the faculties of Denmark's universities until August 1979.

Until this deadline the creation of new jobs will be allowed by special dispensation only.

In a meeting with the deans of the humanities faculties and univer-

sity chancellors, the Board of Higher Education put forward a plan under which vacant existing staff positions can be refilled for a year.

The compromise plan will not affect part-time staff and should not have any significant impact on overall employment. University representatives indicated broad acceptance of the board's proposal, but it superceded an earlier directive from the Education Ministry for Universities.

Research grants will be awarded to specific projects carried out in the faculties. The fund will be screened by committee of experts, aided where necessary by referees who will follow the progress of the research projects approved.

After considering requests from the Catholic University of Tilburg, the Erasmus University of Rotterdam and the Technical University of Twente at Enschede, the Minister is willing to approve the setting up of new faculties in these three institutions.

Tilburg is to be allowed to develop an arts faculty, Erasmus a social history faculty, and Twente a faculty of applied education. The degree courses in these new faculties must from the beginning be four years.

Holland

# Pressure to change courses

from John Richardson

**THE HAGUE**  
Education Minister Dr Arle Fuis has put more pressure on universities to change course structures in a policy statement on the likely budget allocations of Dutch universities for the period 1979 to 1983.

The document has led to important discussions between the individual universities and the government.

It contains proposals which the universities have little choice but to accept. Briefly, with pretty much the same resources, 30 per cent more students than in 1977 must be accommodated on university courses by 1983, the present staff research input must be maintained, the time allowed to academics for research is to be cut from 14 per cent to 12 per cent and through lowering of the average personnel cost, funds will be freed from which

Guiders 12m (£3m) is to be reserved for new projects to be undertaken by the so-called "small institutions" under higher education.

The statement was the result of detailed discussions which took place in the first half of this year between the ministry and the universities on the basis of the boards of governors' own development plans.

According to projections based on these plans and all available regarding the present structure of higher education there will still be a need for at least 11 faculties to be added to temporary numbers clauses restricted entry regulations in 1983.

Dr Fuis finds this to be an undesirable large number of restricted study choices in a situation where all who reach post level in their higher secondary leaving exams are legally entitled to study in the universities.

He argues that during 1979 to 1983, changes must occur in the way higher education is run. Earlier this year advocates of the "four-year degree" courses should be followed by two-year post graduate programmes for the most successful 40 per cent of the graduates. This structure should replace the present university courses which, on average, take seven and a half years.

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# Technology is all-important in today's Iraq. Dilip Hiro continues his survey of Middle East campuses

## Science comes first

Iraq is today paying far more attention to mastering the intricate mysteries of modern science than the full meaning of the Word of Allah, as revealed in the Koran.

Six years ago, the religious colleges, with a total student body of about 2,000, were as popular as the technical institutes. Now the strength of the religious colleges is down to about a twelfth that of the Foundation of Technical Institutes.

The fast-growing emphasis on technology and science is outstanding. For example, a representative of the Ministry of Education, one of the three assistant presidents of the University of Baghdad, is concerned exclusively with scientific affairs.

The majority of the 14 colleges affiliated to Baghdad University teach science and technology. In addition, a special University of Technology was set up in Baghdad three years ago.

Surprisingly, women are already an important part of Iraqi university life. Last year half as many women enrolled at a university as men; a ratio that leaves many Western countries behind, not to mention the Arab ones.

Another notable aspect of higher education in Iraq is that the National Union of Iraqi Students has a high status both on the campus and outside. A representative of the NUIS is appointed to the management council of a university college as well as that of a university. Outside the campus, the NUIS is love-tailored into the

system does not seem to be a problem. The teachers' political and social beliefs must be raised, he said, and the students must command the respect not only of students but also of society as a whole.

He promised changes in the curriculum, and self-sufficiency in the best students—those who mark 90 per cent or more in their grades. The rank of a student is determined by the professor's annual plan.

Because of the emphasis on technology, and self-sufficiency in the best students—those who mark 90 per cent or more in their grades. The rank of a student is determined by the professor's annual plan.

All students are given a basic education for two to three years. This means basically the same curriculum for all students, regardless of the faculty they are in.

With 1.5 million members, 15 or more, the NUIS is a powerful organization. It is supported by a member of the Revolutionary Command Council, the highest body of the Iraqi Party, and is also in broadcast a weekly programme on radio, and a fortnightly programme on television.

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# Doors to the West open wide

Chairman Hua breaks down barriers with trips to China, Yugoslavia and Iran, and universities are encountering foreign students. Robert McKee reports

His appearance at the recent Sino-American relations conference in Beijing confirmed his role as the man behind the profound changes taking place in China's education system.

Recent visitors include teams of American and West European nuclear scientists, being flown around the country's universities and research establishments and met at airports with limousines, unlike other travellers who are ferried about in buses.

The reason for all this activity is two-fold, and it dovetails perfectly with the Teng-inspired plans for education. China is anxious to earn as much foreign currency as it can to help pay for the programme of modernization on which it has embarked.

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Schools and universities have responded enthusiastically. Students and teachers alike talk about the abolition of cramming, rote learning and "spoon feeding" as teaching methods. From now on, they say, almost echoing Teng, there will be more emphasis on "thinking by ourselves and thinking independently."

What this means in practice, no one seems willing to elaborate. The promotion of science and technology and foreign languages has almost become an obsession. Cinemas, radio and television all feature programmes on science at prime listening and viewing times.

English has replaced Russian as the most favoured foreign language, and the radio is extensively used to broadcast English classes to the masses. It is now compulsory for all science students to learn English, although not vice versa.

Postgraduate studies, suspended for almost a decade, are starting again. Courses thrown out of universities because they were too bourgeois are being reintroduced, including psychology and industrial psychology and, at postgraduate level, Buddhism, the history of religion, and French literature.

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At Peking University, the country's most prestigious campus, these changes have led to friction between the new and the older students.

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Sino-American relations moves closer and the Russians are increasingly painted as Public Enemy Number One. The waiting list for Chinese visas in the United States is said to be around two million.

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Italy

# Equality for all myth exploded by survey

from Uli Schmetzer

**ROME**  
The Italian "mass university"—erected 10 years ago under a fervent banner of Equality for All—has received a stinging blow in a survey which reveals that it has failed to break down the old campus class barriers.

The result of the survey, conducted at Rome University, showed that only 6.7 per cent of the student population came from working class families while most members had no educational certificates.

Instead, the bulk of the students (45.1 per cent) are sons and daughters of families in which at least one parent holds a degree, and the vast come from the "aspiring" middle classes as has always been the case.

Worse, the survey which interviewed half of Rome's 200,000 campus population discovered that faculties like medicine and law (with their lucrative professional degrees) are still dominated by the sons and daughters of the already affluent (55.4 per cent of medical students come from high income families).

Headed by Professor Franco Ferrarotti, dean of Rome's sociology faculty, the survey has been a bitter blow to the future of an institution which grew out of the 1968 student riots and envisaged a mixed campus where the children of workers and peasants had equal opportunity to study.

In order to facilitate campus access to the lower classes numerous classes were abolished and the universities thrown open to anyone with a secondary education. In addition, government stipends and subsidised fees were introduced.

Now, according to the survey, these expensive innovations appear to have benefited mainly the social classes which could well afford to pay higher fees.

The survey, described as "research into the social composition of the student population," also demolished the belief that mass universities would attract students from the underdeveloped areas of southern Italy and the islands of Sardinia and Sicily.

In fact, 61.3 per cent of Rome's students are from the province of Lazio (around Rome) while only 13.3 per cent come from the south and 1.5 per cent from the islands.

The frequent cry that the Rome campus was mainly composed of working students was another myth, according to the survey. It found only 26.3 per cent of the campus population worked.

At the bottom of this survey of students with a job in medicine, where only three out of over 100 students have a job in their spare time. At the other end of the scale is political science, the traditional rallying ground for left-wing students from the lower class where 57 out of every 100 students go to work.

When created, the mass university envisaged that thousands of adults would enrol to study for a degree. However, the survey found that only 6.4 per cent of the student population is aged over 30, while 53.4 per cent is under the age of 25.

The survey also ascertained that certain faculties attract specific social classes: in medicine 84 per cent of students are from the higher class while the middle class prefers science (56.6 per cent), philosophy (53.3 per cent), mathematics (52.7 per cent) and law (50 per cent).

Students from the lower class seem to prefer pharmacy, political science, engineering and economics.

Yet the social failure of the mass university, bitter as it may be to its advocates, has its roots not only in Italy's tight-knit family society with its durable class consciousness or the lack of parental stimulus among students from the lower class. The government is also partly to blame.

Ironically, a long overdue University Reform Bill will finally be passed by Parliament this autumn. It envisages legislation that will iron out some of the problems but simultaneously abolishes the very concept of "open universities".

Dealing with double-edged knives is nothing novel in Italy.



The successors of Chairman Mao (left)—Huo (centre) and Teng have established new goals in education



Blame is still put on the 'gang of four'

suffer for their university's former support for the "gang of four".

The older students—and many of them are now in their late twenties, having spent years doing manual labour before going to university—are equated with the once famous but now disgraced Red Guard leaders. Kuo Tsung-tung of Taiwan is in Peking, and Nish Yuan-tzu of Peking University, both of whom were executed recently after being paraded around their old campuses and criticized before meetings of students.

While representatives of that era are still feeling very publicly, many of those whom they purged are now being quietly restored.

Without ceremony or announcement of any kind, the president of Nanjing University, Kuang Ye-ming, returned on May Day to the job from which he was dismissed 10 years ago at the height of the Cultural Revolution.

Unlike many teachers who suffered for their university's former support for the "gang of four", the older students—and many of them are now in their late twenties, having spent years doing manual labour before going to university—are equated with the once famous but now disgraced Red Guard leaders.

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China. Many older ones are still wary of returning to a profession in which they were once persecuted, while the younger ones have not yet been trained to handle the new system.

Undeterred, the government has approved the establishment of another 55 universities, including 13 colleges of education or merged with others during the Cultural Revolution.

Chloe's leaders are no doubt taking a calculated risk in the headlong plunge towards socialization and elitism which they have launched. It will need a long period of political stability for the new system to bear fruit.

Whether China will get this much needed breathing space, it is too early to tell: there is plenty of latent energy under the surface just waiting to be released at the slightest sign of strain at the top, as the recent past has shown only too well.

Some Pinot Noir is reminiscent of some Burgundy wines. I've tasted nothing like it in New Zealand.

Over its 100 years, Lincoln College has been highly regarded as an enterprising centre for productive agricultural and horticultural research. It places its reputation of the past in November this year, as a team of leading winemasters converge on the college, so participants in a one-day seminar on grape growing and undertake an official tasting.

In charge of the college vine is Dannie Schuster whose family are Rhine winemakers and who came to the college first in 1973. "It's not a vintage year," he says, "but

# College drinks the fruits of its first grape harvest

from Lindsay Wright

**WELLINGTON**  
Lincoln College, a small university in the North Island, has just harvested its first crop of grapes for wine production, heralded by many people, especially the North Island producers. Now, Lincoln College scientists say their first yields and quality have been promising.



## Drama lessons by American students at Festival Fringe

There has always been a strong student influence in the shaping of the Edinburgh Festival Fringe. The first major role in organizing it was played in 1955 by Edinburgh students and their efforts have since led to an event that is claimed to be the largest arts festival in the world.

In his recently published book, *The Edinburgh Fringe*, its administrator Allister Moffat also credits students with "playing a catalytic part in building the Fringe's reputation for pioneering new or little performed work." Stars such as Julie Covington, Derek Jacobi, Peter Cook, Dudley Moore and many others made their first impression on public and critics while performing in college or university productions in Edinburgh.

Standards generally have risen considerably in recent years and good indication of this was proved this year by the many American university groups.

One of the best, the University of Rhode Island Theatre, staged a group of exquisitely performed productions. In particular, *Puritans on Pigskins and Liberty*, a work constructed by its one, Cbel Cline and Peter Freche, and director Judith Swift, provided one of the highlights of the 1978 festival. A reflection on the Catholic experience of growing up in America, it offers an immediate comparison with Mary O'Malley's hugely successful *Once a Catholic*, and it must be said that the American work is by far the stronger and more impressive.

*Puritans* presents a starker picture, assessing the impact of seminary and Catholic school education often induces guilt and repression which lingers on throughout adult life.

The university also staged *Sexual Perversity* in Chicago, by David Mace, whose *American Buffalo* was recently put on at the National Theatre, and although it lacked the personal conviction of *Puritans*, the play was strongly performed. But it would be unfair to ignore British student drama in favour of American counter-attacks. One of the best of the Edinburgh festival are scarcely likely to bring anything but the very best of them.

On an equal standing was the Oxford University Theatre Group whose 'late-night' revue was presented in true Fringe tradition—in a poky, back-street hall with narrow wooden seats. Fortunately the material was not in this same traditional mould and instead of watching a couple of snooty 'Ox' men and some old Monty Python sketches, we got an elegantly amusing production performed by a very talented group.

Slightly less successful was the

National Student Theatre Company in *Private*, *Private*, *Private*, a new play by Angie Farrow, which opens later this month at the Almost Free Theatre, London. Certainly the work is highly original and has occasional moments of high surrealism, comedy as it chronicles the manoeuvring and warring games played out in an archetypal school classroom where pupils are miniature and the only real concerns are the school register and imagined immortality in the classroom.

But why the strange symbolism? Why did the characters start marking the register an lettuce leaves and sharpening carrots? Was it a sudden bout of scholastic concern for ecology or, more probably, was the author trying to indicate that modern teachers carry out rituals without reflection?

For those with strong stomachs there is Howard Brenton's *Christie in Love*. Performed very ably by Nottingham Theatre Group, a company of local students and graduates, the work tells the story of Reginald Christie, famous mass murderer of the 1960s.

Decidedly more tasteful, but less probable, is Newcastle University's *In the Blood*, written and directed by Debbie Horsfield. Set in a police cell, the play centres on the unlikely premise that two female football hooligans are liable to meet a former soccer star who has fallen from grace.

The dramatic offerings on the official Festival came in a decided second best to many Fringe productions, particularly those of Rhode Island University. The Malaya Bronnyn Company presented Gogol's *The Marriage*—in Russian. Attempts to add understating to the play's numerous translators which merely hurt the ear only added to an already confused evening.

The Royal Shakespeare Company gave us Trevor Nunn's version of *Three Sisters* and a half hours of gloom at Daniel Stewart's and Melville College gym.

Suzanne Bertish as Masha gives a typically electric performance which saved the production from complete disaster.

Of the Edinburgh Festival, it has been the first to feel financial cuts imposed by city councillors too stubborn to appreciate the cultural and financial value of the event. Hopefully, the new festival director John Drummond will rectify this and certainly his promise to hold major theatre workshops featuring major international directors will be an extremely valuable venture for the invited Fringe groups, who will no doubt include a good representation of student companies. If nothing else the move will be a step in the right direction.

Robin McKie

## Bath sport scholarship scheme goes swimmingly

Britain's first sports scholarship scheme, at the University of Bath, is about to start its third year. It has awarded two scholarships this year and a third is expected. Two previous awards were made, one each in 1976 and 1977.

Liverpool has announced its first sports scholarship law student and champion golfer Jack Melville. The University of Stirling is also interested and has recently been investigating Bath's pioneer scheme, whose aim is to give scholarship holders a chance to develop their sporting prowess to a high level without impeding their academic progress.

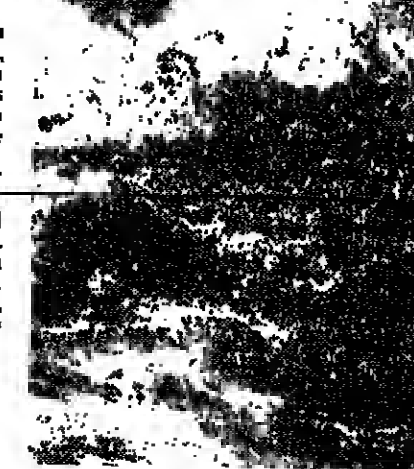
Only those who have already reached international standard or can produce firm evidence they are likely to if awarded the scholarship are considered. They also have to meet the university's exacting admission requirements. If chosen, their academic course is extended by one year so they can arrange their studies to fit in with training and competition.

The extra year's costs—fees, living expenses, travel, coaching and equipment—are met from the awards given by private companies. So far Littlewoods, the bookseller, order and store firm, Comper, the sports goods manufacturer, and Office Cleaning Services have given scholarships, now worth about £5,000.

Details of the academic and athletic requirements are worked out for each student. A careful check is kept on progress in both fields, and adjustments made when necessary. The man behind it all is the university's Yorkshire-born director of physical education, Tom Hudson. A powerful build to match his character, he has worked with determination to make the scheme a success. It has inevitably added heavily to his work load, which reaches 78 hours a week during term time.

With a view to see the scholarship scheme expand, perhaps to 20 at Bath alone, and he is keen to see other universities take up the idea. "This university is principally for science, technology and the social sciences. Anyone who wants to read history, for example, is obviously excluded from the scheme."

The limiting factor is money. Mr Hudson and his colleagues are deeply grateful to the firms which have come forward with scholarships so far, but eagerly hope for more so the momentum can be continued through 1979/80. They



Britain's first sports scholar, Bath University undergraduate Jack Melville, takes a break from biology and tests life to broken.

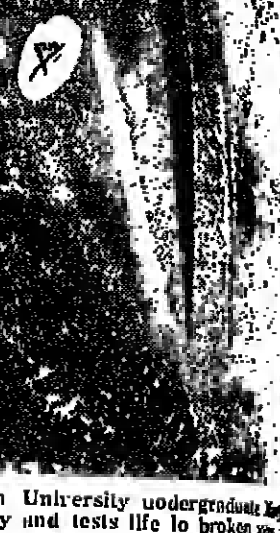
are also looking to public corporations and the Government for help. The ideal would be for a commitment of up to £50,000 from one company to ensure a smooth continuation of the scheme.

Mr Hudson says he is "more than pleased" with the way things have progressed. The first scholar, while-writer novelist Martin Hedges, was seventh in the 1977 world championships and first in the British championships this year. He is studying applied biology, and Mr Hudson told a conference earlier this year, his academic progress was considered by his tutor to be entirely satisfactory.

The second, golfer Malcolm Lewis, has also had a string of victories and strong performances in British tournaments. He was competing in the French championships last week before going on to Greece. He, too, has coped well with his university work.

This, Mr Hudson believes, vindicates the argument he put forward when he initially approached the university for permission to run the scheme. There were fears that it would be difficult to reconcile demanding sporting activities with academic work. But the close liaison between course tutors and the director has paid off.

"We have had a tremendous amount of cooperation from our colleagues in all departments. This has been a university scheme, not a Tom Hudson scheme. Everyone has contributed from the vice-chancellor who is giving the support, to the cleaner who is always interested in the students," Mr Hudson says. The two new scholars for this year are both judo players, William



Jackson is unusual in that he already has a first degree in biology. With the scholarship, he will study his horticulture course. Jack Entwistle, who began studying law until he began his training, is also a student of the scheme. He is studying law and is expected to complete his law degree in 1979, resigned his studies to concentrate on his sports. The scholarship is by no means a simple one to win. There is a strong probability that he will be able to complete his law degree without leaving university.

Mr Hudson knows that highly promising athletes will concentrate on their sports and work. He and his colleagues have had to be very careful in the selection of students. A compromise has to be struck between the sports and the academic. The students must be able to carry on competing while studying. But there are no such problems for the sports scholars.

There were 40 applicants for the first scholarship in 1976 and 1977, most had applied to Bath as students and were probably attracted by the sports facilities. Seven applied for the second scholarship and the three chosen failed in the grades demanded at A level.

Sports representatives of the university have included archery, cycling, badminton, rowing and athletics.

Heads of departments are also involved, right from the beginning. Some scholars are off, perhaps in preparation for the Olympics or other international competitions. Their programme must be structured so that this leave can be given without harm to the university. Only those schools have been allowed to take a year out. Mr Denis Burrell, Minister of Sport, has welcomed sports scholars as something he has been keen for a long time. He has been left to private industry and the universities to make a go of the idea without direct government aid.

Another approach is the degree course appropriate to the CNA or CNA and A-levels. The College of Higher Education, Bath, is a sports school and a number of academics who recently received awards of greater emphasis on sports encourage budding athletes to leave their studies and pursue an academic career.

Potential students for the scheme must have a high level of ability and documentary evidence of interest in and experience of the sport. In addition they must pass a selection test.

David Jones

## You may or you Maynooth

The ironic Irish view of their RC seminary mirrors a bitter truth for academics as the bishops retrench after the Vatican Council. Paul McGill reports

The High Court action between two lecturers and the trustees of St. Patrick's College, Maynooth, is not the first and is unlikely to be the last case of its kind in the college over appointments and dismissals. Indeed there have been enough incidents over the past few years to cause disquiet among members of the academic staff.

All those who have one vision of the problem at Maynooth are that it is evolving from being a purely a Roman Catholic seminary to a dual institution in which the seminary and, most importantly, an independent secular university are co-existing rather than risk being absorbed by a body of government—by a body of government—by a body of government.

The suggestion that there has been a purge is strongly denied by the college authorities, but the High Court case involving Dr P. J. McGee and Dr P. J. Molochy O'Rourke is exceptional only because the two men, supported by the Irish Federation of University Teachers, were willing to fight it publicly rather than quietly accept their fate, as several others have done.

The lecturers were members of two groups that have had high "drop-out" rates in the last few years—they were lay clerics and secretaries of the Academic Staff Association, the local branch of IFUT.

Seventy Maynooth priests have been licenced since 1974, many of them are still teaching there and only one left voluntarily. There have been five staff association secretaries in the last 10 years; the first, a lay cleric (priest) was forced to leave, the fourth is still there and the latest, Ms Mary Fitzgerald, lost her job only this year.

Ms Fitzgerald had been a temporary lecturer in English for two years when she applied for a junior lectureship in the department. A board of assessors, consisting of the college president, two internal professors and professors in English at University College Dublin and the New University of Ulster, recommended her jointly with an applicant from Birmingham for the two posts that were vacant.

According to the assessors' report, she was chosen "for the exceptional qualities she has shown as a teacher of undergraduates and for her particular flair for devising new programmes and courses for English studies in the university."

They also expressed satisfaction at the academic level of the applicants and the high quality of the eight people who had been interviewed.

The assessors' recommendation was accepted by both the faculty of arts and the academic council, but it was rejected by the college executive committee, a body on which the trustees have a majority. The Birmingham University applicant turned down the junior lectureship he was offered. The trustees then invited the post for junior lecturer to senior lecturer level, but he turned it down again. The person who was number three on the original assessors' list was passed over.

The atmosphere of the college deteriorated as a result of the strike and to some extent, it is still divided along the lines of those who supported and those who did not support it.

"In an institution like this there will be disharmony," said Dr Olden. "The strike has left a certain scar, which is regrettable, but it doesn't extend over the whole

work of the college. This has never been a cosy place—there have always been divisions, but it was a spirit of co-operation. People who disagreed on the strike are not inimicable to one another; there is a spirit of civility, thought, thought is disagreement."

Others determined to make an example of those who went on strike and reward the loyal. "It seems plausible to me that the bishops are showing their power for the sake of it," commented one senior academic in the secular university.

"I believe the atmosphere has got worse," added Dr McGrath, who won his court case against the authorities. "The trustees will put into positions of responsibility only people who do what they are told, not people who have a mind of their own."

Adherents of this view point to promotions in the college since the strike. Last September, for example, Rev Eada MacDonagh tied with Rev Liam Ryan in a staff vote for president, with Dr Olden third. Dr Olden, who was appointed to the strike, was appointed. The other two were active members of the staff association and IFUT.

Two months later, Rev Ryan topped the poll for one of the vacant vice-president posts and Rev Eada MacDonagh headed the vote for the other. He then resigned, the one who came third was appointed: the successful men had signed the letter disassociating themselves from the strike. Rev Ryan already held the post and this was the first time a vice-president had not been reappointed; so he lost the presidency and the consolation prize of the vice-presidency.

The other alternative is political activity. After all, the Government this year is contributing £1,069,000 in recurrent funds to Maynooth and over £200,000 for capital projects. The money is for the 1,166 students in the college, of which that is a recognised college of the National University of Ireland.

Ironically, the size of the trustees' legal success is a disadvantage in one sense. If the issue had been left vague, the Government could more easily justify inaction. Now that the judges have ruled that the trustees can seek and in the secular university, regardless of the fact that it receives public funds, the case for political intervention is stronger. Otherwise, how can a Government justify the expenditure of large sums of money without any accountability to the public that provides it? And how can it justify a college ignoring public policy on security of tenure and unfair dismissals?

Dr Olden claimed that it was wrong to say that the issue involved or now more starkly, very. We have appointments that are very satisfactory. In the interim of his appointment as president, he argued that the difference between him and the others in the staff poll was small and that, in a complicated place like Maynooth, the emphasis placed by different people is different. His own background in the seminary, mostly of a non-academic nature, may have been important in his success.

Although any individual appointment, promotion or dismissal can be explained, when they are all put together, and when senior members of staff assert that a problem exists, the big question of academic freedom arises. The High Court, in its judgment, has not yet reached a decision on the issue of academic freedom or even in asserting the principle that the public should be involved when public money is being spent.

The existing National University of Ireland colleges in Cork, Galway and Dublin are to be made independent, but the Minister for education has hinted that Maynooth may not follow the same road. That would probably suit the trustees, since it appears they can run the whole show under the present structure and they have the added advantage of owning the ground and buildings, public contributions to their construction notwithstanding.

If the university remains linked to the seminary, the position will be thoroughly anomalous. Within 10 years or so, all the clerical teachers in the secular university will have retired, leaving it entirely lay. The case for a college with lay staff, predominantly lay students, entirely funded by the Government remaining under the control of the bishops will become even more derisory than at present.

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Two months later, Rev Ryan topped the poll for one of the vacant vice-president posts and Rev Eada MacDonagh headed the vote for the other. He then resigned, the one who came third was appointed: the successful men had signed the letter disassociating themselves from the strike. Rev Ryan already held the post and this was the first time a vice-president had not been reappointed; so he lost the presidency and the consolation prize of the vice-presidency.

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Dr Michael Olden: "This has never been a cosy place."

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Dr McGrath believes that the situation in Maynooth mirrors that of the Irish Catholic Church generally. "There has been a retrenchment in the Irish church; it's more entrenched position of the trustees suggests that a favourable deal will be worked out with them. This might include a large sum of money and/or substantial representation on a new governing body, rather than four places out of 27 as a working party set up by the previous Government suggested."

Another academic, commenting on the trustees' charges that McGrath had published writings prejudicial to the teaching authority of the Church, said: "The McGrath case shows how incredibly little intellectual freedom they allow you in Maynooth. While people say that things are improving as far as professional staff are concerned, they are just as bad. So what lies ahead for the college? One possibility is continued unrest and repeated conflict be-

between the authorities on the one hand and the staff association and the Irish Federation of University Teachers on the other. Further litigation, proceedings in industrial tribunals, or publicity campaigns aimed at applicants for posts and direct industrial action or all possibilities. But, strengthened by their High Court success, the bishops are likely to feel even more secure in the future than they have been.

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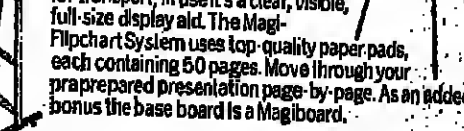


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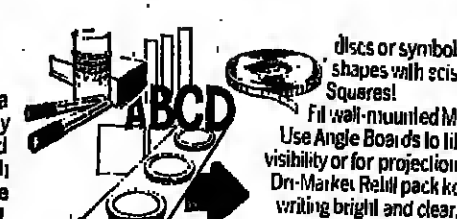
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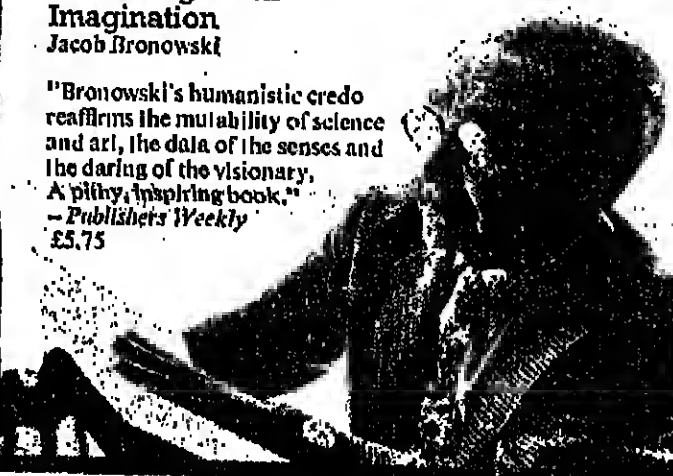
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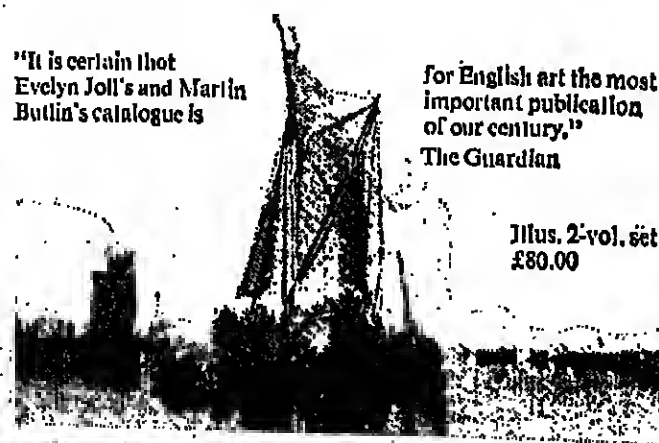


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## BOOKS

## Trotsky and world revolution

Trotsky by Irving Howe  
Harvester Press, £6.95 and Fontana  
Modern Masters, £1.25  
ISBN 0 85277 831 5 and 0 00 633353

The Social and Political Thought of Leon Trotsky  
by Baruch Knei-Paz  
Oxford University Press, £15.00  
ISBN 0 19 82735 2

History certainly belongs to the victors. Of Stalin there are similar echoes—though the abrupt cessation of publication of his works on his death serves as a reminder of the temporary character of political triumph. Lenin's *Collected Works* have been available in many languages for several decades—though balanced assessments of his life have only recently been provided in the works of Leiman and Harding. Of Trotsky, however, who was the architect, with Lenin, of the Bolshevik victory but who lost out to Stalin in the power struggle of the 1920s, there is no complete edition and a full treatment of his thought has not yet been written. 30 years after his exile from the Soviet Union and almost 30 since his murder in Mexico by Stalin's agents.

Yet Trotsky remains perhaps the principal leader of the extreme left in the Western world where his followers can combine scorn for the very degeneracy of the Soviet Union with almost fanatical devotion to the cause of proletarian revolution. He is thus a fitting subject for consideration as a Modern Master and for the many who study is a welcome addition to the series. Howe describes himself as an admirer of Trotsky who now adheres to a socialism far removed from that of his former mentor.

Howe writes in a clear and lively style. His book is good on the author's life and on the political and social aspects of Trotsky's politics and particularly strong on the latter's study of a welcome addition to the series.

The specific issue concerns Trotsky's anti-Lenin and anti-Bolshevik background. During the period 1903-1917, under Leninist centralism, "the organization of the Party takes the place of the Party itself; the Central Committee takes the place of the organization; and finally the Central Committee takes the place of the Party itself." Trotsky's politics in the 1920s—his attitude to Lenin's policies—has, naturally, been widely quoted. But the nature and extent of Trotsky's anti-Leninism have never before been as fully explored as they are in the first section of Knei-Paz's work. Of course, after 1917 Trotsky himself wished to minimize his opposition to the Bolsheviks—it was his non-Bolshevik past and consequent lack of power base in the party organization that was one of the major factors in his downfall in the 1920s. Deutscher hardly mentions this aspect and thus distorts both history and Trotsky's views.

The more general issue is that of the historical significance of Trotsky's thought: was he, as Deutscher believes, primarily a Marxist of the "Western" or "classical" variety? Or was his most important contribution to the relationship of Marxism to backward societies? Knei-Paz is concerned to argue the latter through the book and particularly in the first part, where he examines Trotsky's sociology of Russian history and development.

In his sociocultural analysis, Trotsky started from the phenomenon of Russia's backwardness: "we can say that the main characteristic of Russian development is its comparative primitiveness and slowness." The Russian state had to allow more of the surplus product to defend itself as it was less developed than those extending pressure on it—Poland, Sweden, and Lithuania. Thus: "from a certain moment—especially from the end of the seventeenth century—the state strove with all its power to accelerate the country's economic development. New branches of handicraft, machinery, factories, big industry, capitalism, were so to say, artificially grafted on the normal economic stem. Capitalism seemed to be an off-spring of the state."

This meant that there was no internally self-sufficient capitalist class in Russia. The state, therefore, was the main investor, what it could borrow abroad from the European bourgeoisie—on the one hand, and the Russian bourgeoisie—on the other. Trotsky's conclusion was: "the administrative, military and financial power of absolutism, thanks to which it could exist in spite of social development, not only did not exclude the possibility of revolution, as was the opinion of the liberals, but, on the contrary, made revolution the only way out; furthermore this revolution was guaranteed in advance by all the more radical character to proportion as the great might of absolutism dug an abyss between itself and the nation."

What was later to become known as the theory of "permanent revolution" flowed from this analysis. For, according to Trotsky, the working class had a significance in Russia that was out of proportion to its size, so that a worker in a large-scale industry was more important than a worker in smaller enterprises and Russian industry was nothing if not large-scale. And this industry was more exposed than in the West as it was not accompanied by a long-standing and oil-pervasive capitalist sociocultural ethos. The working class was in a position to paralyse industry and control urban centres as in few other countries. Trotsky asserted, therefore, that "it is possible for the workers to come to power in an economically backward country sooner than in an advanced country." He also asserted that Russia combined the three factors of an economically low level of capitalist development, a politically insignificant capitalist bourgeoisie, and a powerful revolutionary proletariat. And he quoted



Trotsky at different stages in his career, from Robert Payne's *The Life and Death of Trotsky* (W. H. Allen, £8.95).

standing work on Trotsky has been Deutscher's three-volume biography which, owing to its scope and sheer power of writing, has rightly been regarded as a masterpiece. Knei-Paz differs from Deutscher on two main issues—one specific, the other general.

The specific issue concerns Trotsky's anti-Lenin and anti-Bolshevik background. During the period 1903-1917, under Leninist centralism, "the organization of the Party takes the place of the Party itself; the Central Committee takes the place of the organization; and finally the Central Committee takes the place of the Party itself." Trotsky's politics in the 1920s—his attitude to Lenin's policies—has, naturally, been widely quoted. But the nature and extent of Trotsky's anti-Leninism have never before been as fully explored as they are in the first section of Knei-Paz's work. Of course, after 1917 Trotsky himself wished to minimize his opposition to the Bolsheviks—it was his non-Bolshevik past and consequent lack of power base in the party organization that was one of the major factors in his downfall in the 1920s. Deutscher hardly mentions this aspect and thus distorts both history and Trotsky's views.

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## China

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These are the first two of three volumes written by a group of French scholars, offering a history of China from 1840 to 1976. The earlier period, from the Opium Wars to 1911, has already been extensively studied and several surveys of it are available. The most recent being the first of the new *Cambridge History of China* (Volume 10, *Late Ch'ing 1800-1911*). In spite of this competition, this book, by virtue of its smaller scale and the special interests and skills of the authors, establishes itself as an interesting and useful work. It captures the sweep of the integration of the traditional order and at the same time does so in a way that provides detailed and original insights into this process. Particularly helpful are some specially constructed maps.

Of the three volumes, it is the second that has least competition and the greatest potential to fill an unsatisfied need. Compared to nineteenth-century and Communist studies, the interregnum between 1911 and 1949 has been neglected, although in the past decade a number of younger scholars have produced some striking specialized studies. The period is of great importance since without an intellectually satisfying synthesis of it, the rise of the Communist Party and the evolution of its policies as it has struggled to propel China forward, are incomprehensible. And it must be remembered that this was the formative period for the majority of the leaders who still rule China.

There is no doubt that readers will find some ideas and notions in the present book of interest. Few, however, will be satisfied with it. The main problem is its structure. The period is divided into 12 chapters within each of which several themes are woven. This is similar to the structure of the first volume, but whereas in that the broad story remains firm in outline, in this, the continuity tends to disintegrate. Thus an colorful impression of either the chronological development, or the individual themes, is maintained throughout. Moreover, as in the earlier volume, readers will find that the romanization of Chinese names makes even names with which they are familiar unrecognizable. (Chiang Kai-shek, for example, appears as Tchang K'ai-shek.) And in this, more than in the earlier book, the specialist will find the lack of footnotes or even of guidance to the sources very frustrating.

Finally, although the authors have found much that is original to say, the general interpretation of the second volume in which almost everything that Mao and the Party did is seen as morally and politically correct, and all that their opponents did as misguided and reprehensible, is unlikely to seem credible to most. If this interpretation had been correct, the development of China since 1949 would not have been the complex, violent, and tortuous stream of events it has proved to be.

Christopher Howe

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## BOOKS

## Around not about

Shandyside: the character of romantic irony by Peter Conrad  
Blackwell, £9.50  
ISBN 0 631 18720 0

I expect nobody will like this book, and not only because almost every reader will feel outsmarted at some point in it. Whatever your specialism Peter Conrad is almost certain to be there ahead of you. Sir William Hamilton or Hanselick, Satan or the art of the silhouette, "The Ancient Mariner" or Mahlor: it is not only that he writes better and about more, but that he has a place and a purpose for all these things.

Yet onviable as his facility and resource are, they are not in themselves what will get him the reader. At least what makes me dislike it is something in the whole economy of the book, something which almost wilfully prevents any of the ideas from "taking". There is a book who runs riot and reads, but the reader of this book may well find himself running on the spot: each step feels like the first step, each beginning seems to be an end in itself.

Of course Mr Conrad is much too smart not to have anticipated this reaction, perhaps even calculated it. He could claim that the book's refusal of linear progressive development is precisely the book's subject, and in effect the very first words in the book do make this claim: "This is a book less about than around *Tristram Shandy*". Around and about is a Shandyside motion, and what Peter Conrad is trying to characterize (or rather, like a portraitist, to annex by characterizing) is Shandyside.

The word itself, of course, is a way of characterizing something. In fact the one definitive act involved in establishing "the character of romantic irony" may be said to have taken place before the book begins, in identifying that word, Shandyside. The title, then, is a way, is less a description of the book, than an incentive for it.

For this reason the preface is misleading in proposing a sequential train of thought through the book. It is true, it goes through a kind of sequence from "the romantic recomposition of Shakespeare" by way of the "mental space" of the novel to the lyric, the "intellectual" libertine or the libretto aesthetic of romantic visual art, to the "visionary perception" of German romantic criticism.

But actually Mr Conrad is not occupied with that at any point he calls "the illusory continuity of narrative". He praises the critical perceptiveness of the "man in the joke" who, having slept through *Tristram* and awakened to hear the final bars of the thrones of the opening, was able to have missed nothing: "Nothing, and everything, had happened. The work does not develop, but recurs." This is a

parable for the reader of Mr Conrad's book.

With this in mind we will perhaps not feel that there is some fudging in his reading of Shakespeare or Wordsworth, or his connecting, say, of Don Giovanni with Hamlet or Falstaff. There are many passages, certainly, where it is difficult to see what his own view really is. He can see the point in everything; there seems to be no position he cannot colonize and exploit. But over, in the long run, what he thinks about romantic irony is not quite clear. He has traced it through all its forms with unfailing insight and subtlety, but what, after all, does it mean to him? Well, these are the questions that nag if one does not approach the book the way it asks to be approached. And it is true that as one attempts its distinctive pattern of recurrence and redefinition, it becomes clearer that his theme is one that must prevent him taking up a fixed and definite position.

That theme fundamentally is transformation. "Translation", he argues, "promotes misunderstanding and blurs exact meanings, but in the romantic view this can be revelatory" (page 156). This exactly fits his own case: he intends the blurs. He has to do with things change their contours and their meanings. Romanticism moves towards a transformation of each art into its opposite. In response to this the book is constantly shifting its perspectives, altering its terms of reference, taking new points of view. Its mobility and yet lack of movement are quite explicable as the means to an examination of an art dependent on metamorphosis.

Yet, though one can understand why the book had to be written in this way, and why the author had to risk, perhaps, as he puts it, even to "promote misunderstanding", the fact remains that it is not easy to accept or like it. There remains something in it that spoils its brilliance.

Its mobility eventually registers as restlessness; its transformations begin to seem too easy and fluid to be significant. When everything can be changed into something else, everything begins to look alike. A key word in the book is "like": Prospero is "like" Flaubert, *Tristram Shandy* "recalls" Prospero (though Prospero, it is true, is unlike Hamlet); Don Giovanni, "like" Hamlet or Tristram or Byron's Don Juan, "falls as an agent in order to succeed as an artist and so on. It is not, in other words, that one cannot be persuaded that there is a likeness but that one cannot help feeling that the residual uniqueness is actually the more interesting, distinctive, significant thing. After all the blurs blur, and the restlessness withholds its revelations.

John Preston

## The broad famous English poet

Chaucer: the critical heritage  
Volume 1, 1358-1837  
Volume 2, 1837-1933  
edited by Derek Brewer  
Routledge & Kegan Paul, £17.50 (the set)  
ISBN 0 7100 8497 8

Chaucer is the earliest and certainly not the least of writers in English to enter into his "critical heritage". His antiquity and his eminence justly earn him perhaps even for the winding procession of his critics—these two full volumes, welcome additions to a useful, well-established series.

Here is plenty: not the divine plenty which Dryden found in Chaucer's own works, but an extensive and rational selection of secondary materials. Many of the testimonies in the smaller first volume are brief obiter dicta, summary judgments or familiar allusions. Thoughtful scholarly assessment starts with Thomas Warton in his *History* (1774) and has gone on ever since.

Early nineteenth-century critics never evinced an enthusiasm for Chaucer comparable with that which they discovered for the Elizabethans: he could never offer much support for a medievalism of wonder. But throughout the century Chaucer was being slowly and solidly unaccommodated within the establishment of scholarship and learned criticism, as is made clear in volume two. The canon was defined, the life investigated, the historical background explored. Dr Brewer's last witnesses are called from the 1930s when Empson, C. S. Lewis, Chesterton, T. S. Eliot, and A. E. Housman variously re-engaged new interest in Chaucer.

among the intelligentsia. After them the deluge, the post-war deluge of academic professionalism. Sensibly the editor bolts in the edge.

The older material should not be slighted by any up-to-date Chaucerian. Many interesting and unexpected judgments have been collected here as well as many important historical scraps. Dr Brewer has not sought to dislodge novelties for their own sake nor to construct an easy consensus. In his elegant and instructive introductions he is more concerned to trace the systematic changes in readers' responses over six centuries. The responses show not only what Chaucer had but also illustrate their assumptions about the nature of literature itself. To register these other readers' responses successfully is to plot a course for English literature from the fourteenth century onwards. In introducing his selections Dr Brewer also addresses a long view of English letters.

Dr Brewer revives Bishop Hurd's favourite "Gothic" to describe Chaucer's writings and the standards by which he was first judged. Dr Brewer views Chaucer as essentially the product of late medieval stylistics which exploited language itself as the material of art. Literature was considered as broad-based as long as it was not expected to transcend it. Chaucer was a writer of such range and scope that later literary theory which saw art as rising beyond language could not wholly accept him and approve. The humanist ideals that transfigured Chaucer into Neo-Classicism insisted on wisdom as well as

eloquence and wisdom was to include placing concepts in their social and hierarchical context. Some literary things a good linguist would aspire to, not touch at all. Chaucer could appear as too sleek, too discriminating, artistically and intellectually too unambitious.

Later a sentimental age returned such simplicities into vogue and Chaucer could be praised for his naivety and dewiness. In primarily novels, then, the reader-character-delusion, the ideal of the common sympathy was emphasized. By the twentieth century Chaucer had acquired a foundation in the history of humorism, the epitome of an age of moral decency and good sense, the Great Tradition.

Such judgments have been evoked if not currency. Chaucer as a writer of affection in his readers and to ultimately keeps his distance. Dr Brewer nor his publisher present a third volume, which could be very large book indeed. What doubt it would show that the demands on literature are still flatteringly we call "plurality" which too often mean that they are inconsistent, over-specialized, and worldly cancelling. Whether it is a volume of modern criticism, it gives us an affectionate and comprehensive view of Chaucer these two volumes provide a view which is much less certain.

Geoffrey Shepherd

## James in a personal context

The Novels of Henry James: a study of culture and consciousness by Brian Lee  
Edward Arnold, £5.50  
ISBN 0 7131 6115 9

Who could write an opening sentence of this quality and survive? "At this time the single most important task for the critic of Henry James is probably that of rescuing the novelist's work from the distortions of the critical tradition in which it is so uncomfortably rooted." Fortunately Mr Lee does survive.

The comprehensive subtitle of this extended essay (117 pages) is not fanciful. The great virtue of the work is that one wishes it longer. Points which are merely asserted should be argued, and I feel that they are with the argument. Not that there is much spurious "originality" here. We encounter many of the familiar quotations; and are only especially struck by the admirable extension

of Mr Lee's thesis into the relatively unexplored areas of James's later work—*The American Scene* and *The Ivory Tower*.

The purpose—indicated above—of the survey is to counteract the alleged desire to tame and elicit from the work a coherent and rounded philosophy, a coherent and rounded sense of the world's experience or the philosophy of the "philosophical system". This seems in me to be out of date. Does anybody seriously do this now? It looks like a string upon which Mr Lee chooses to hang his beads of perception, rather than a living issue. Perhaps he wants his knowledge of nineteenth-century American intellectual and social movements to be illustrated rather than really counts is specific analysis and judgment. And here there are three points to be made: first, those observations are very well made; second, for example that James is not necessarily endorsing the moral austerity of Flaubert in *The Spoils of Poynton* (there are

further instances); second, that essay seems to be thrown together from various levels of discussion as when we are told the sense of novels and then referred to "the moral and the philosophical presentation of the text is finally with references to the text, with, for instance, what Mr Lee has fingered talked of in *The Sacred Point*.

The point is that we have a highly intelligent work, one of higher education and then it is not a book for the general reader. It is that compulsory schooling, which his literary ended after six years of primary school at about 12, is extended to the end of the third year of secondary school. One reason for that change is to meet growing international trade and EEC allegations that the success of Hong Kong's export industries rests on swathed child labor. Simply put, industry, particularly the textile sphere, fears the blacking of its products.

At the same time it does not know what to do with this book. I hope someone will.

Roger Cant

## Literature as social criticism

Coleridge to Catch-22: Images of society by John Colmer  
Macmillan, £9.95  
ISBN 0 335 23301 8

The quickness of this strangely uneven book shows a medallion of Coleridge, a bomber aircraft and the ruins of a burnt-out city; the aircraft, a Flying Fortress, is presumably piloted by Joseph Heller's Yossarian on one of his 80 missions.

John Colmer's title is, alas, to be taken literally. His chronological survey starts soundly enough by distilling three seminal approaches to social criticism in the early nineteenth century: the "idealist vision" of Coleridge, the utilitarian liberalism of Mill and the "comic spirit" of Pico della Mirandola. As we move through the book, however, the lack of any clear conceptual structure or consistent methodology becomes increasingly evident. Even to look for such a structure would seem to imply a

the "simplifying principles" with which Marxist and structuralist critics attack the "bewildering complexity" of literary texts. What he offers is not a unified study of the writer as critic of society, but a bundle of disparate images.

The body of cultural analysis, which Colmer surveys, already has a distinct identity for most of his likely readers. Raymond Williams has done more than any other critic to reveal the complexity and power of writers' responses to the rise of industrialism, and without the influence of *Culture and Society* and *The Country and the City* a book like this would be inconceivable.

There are times when Coleridge, to Catch-22 seems intended as a liberal rejoinder to Williams and other critics who have applied their "simplifying principles" to this major tradition of English literature. At other times it seems more like a popularization, freely borrowing from and breathlessly summarizing the sociological criticism of the last 30 years. A book which offers brief resumes and judicious corrections not only of Williams but of Holloway on *Victorian Culture*, Lewis on *The Hard Times*, Lodge on "The Condition of England" novel, Ains on *Sentimental Fiction* and many others obviously has its uses.

It is when Colmer is intent on being his own man—as when he lectures Coleridge as the *fons et origo* of modern social theory, and lavishes praise on Ford Madox Ford as the most consummate of the Edwardian social realists—that the troubles really begin. Whatever Ford's merits as a literary artist, he does not extend as far as is suggested by this remarkable comment:

"Had the Marxist critic, George Lukács, looked at the fiction of Ford Madox Ford, he might have found it necessary to modify his thesis in *History and Class Consciousness* that the limits of bourgeois consciousness are marked by its incapacity to

willingness to come to terms with the category of totality. It is touching to think of Lukács as a docile member of the author's seminar group. Yet this and a number of other comments on socialists' thoughts that he makes cannot simply be put down to professional eccentricity.

In his conclusion, after inveighing against Marxism, structuralism and the "prophecy of the counter-culture", Colmer roundly declares: "This book has an informing principle. It is derived from the facts of literary overpopulation. Rather than from any ideological standpoint. If we have learned anything from the 1960s, it is that statements like 'this is just as ideological as the position they take' in fact, it is a surface of Coleridge to Catch-22 is all too clearly to use a formula which the author quotes with evident misquoting a kind of mystification of his structure. Obviously, a book on the social criticism of the last 200 years cannot wholly ignore Marxism and other strands of populism, thinking, but

## Hongkong

A special report on the territory's tertiary sector

You get short shrift around Hong Kong if you ask too often about "learning for learning's sake". From a Chinese parent's point of view education is a good thing if it leads to a good job; and it is a good thing in the all-pervading eyes of big business if it delivers skilled manpower in the required numbers. Otherwise, basically, it is a waste of money.

Money, of course, is a commodity which is valued less lightly in Hong Kong than anywhere in the world. It is a society built almost exclusively on the worship of Mammon. Its free-wheeling, fundamentalist laissez-faire brand of capitalism would—were it not for the fact that it is a roaring success—be an economic absurdity.

It is because it works that Hong Kong can, for the most part, get away with what looks like murder to the outsider. Thus it is that the territory's two universities and one polytechnic, cast in the role of purveyors of high-class labour to industry and commerce, accept this task apparently gladly.

Funding, certainly by British standards, is generous, salaries and conditions of service are exceptional, especially for expatriates, and, importantly, research can be paid on with. Academics troubled by notions of being "used" can also console themselves with the thought that Europe's ancient institutions of learning originated to train professionals.

But if the tertiary sector is now being expanded, the growth is taking place within strictly controlled limits. Graduate manpower needs are calculated as rigorously as in the most centrally planned economies of eastern Europe.

No bones are made about this. As Mr Eric Ho, who as social services secretary holds the territory's education portfolio, says: "We must not give people expectations in higher education and then turn on a dime to offer them. That would be a rod for our backs and a misuse of public resources."

His fears are repeated, more eloquently, by Mr Colin Hay, director of the Education Department. "We must not run between the Scylla of under-education and the Charybdis of over-education. If the balancing act fails we shall have social unrest."

With anxieties like these, why has a highly intelligent work, one of higher education and then it is not a book for the general reader. It is that compulsory schooling, which his literary ended after six years of primary school at about 12, is extended to the end of the third year of secondary school. One reason for that change is to meet growing international trade and EEC allegations that the success of Hong Kong's export industries rests on swathed child labor. Simply put, industry, particularly the textile sphere, fears the blacking of its products.

At the same time it does not know what to do with this book. I hope someone will.

Roger Cant



Apprentices of work in a technical institute and (right) Hong Kong's harbour

## Where learning sits at the feet of free enterprise

Hongkong will increase its enrolment from 4,450 in 1977 to 6,500 by 1987 and the Chinese University's numbers will rise from 4,400 to 5,800 over the same period.

The polytechnic currently has a total enrolment of 23,000, of whom 6,000 are full-time, 2,500 part-time day release and a rest evening students. It is expected that the number will go up to 28,800 by 1981, levelling off at about 29,500 by the middle of the decade.

Underpinning these institutions will be six technical institutes (four of which are already operating), offering technician and craft courses, three teacher training colleges and the two private post-secondary colleges (described by the government as providing courses midway between A levels and university entrance). The latter are currently rejected by the colleges which are "recognized" by the Education Department.

Much of the expansion will be centred on the new medical school being built at the Chinese University and the dentistry school now under construction at Hong Kong University. Paramedics and technicians to service these two major projects are to be largely trained at the polytechnic.

In addition, much more emphasis is to be put on teacher training, with courses at the training colleges probably being extended from two to three years for all. And university graduates, who at present can go straight into teaching, will be encouraged to undergo a crash course at the university before being sent to the schools. As an incentive, the government has offered a "ten years is a hell of a long time in Hong Kong, given the financial and cultural isolation" of the territory.

This autumn the Green Paper is expected to be made for up to 10 per cent of form 3 15-year-olds to go to two more years of secondary education and that by the mid-1980s almost 20 per cent will be able to go into the sixth form.

Arguments among "professionals" for 100 per cent tertiary provision will be rejected. Expansion of the tertiary level is a significant challenge to the Government. According to the

Hongkong's higher education system is uniquely geared to the needs of industry, commerce and government—and thrives on the relationship. Paul Moonrith reports

but there are, of course, several thousand Hongkong students in Britain doing non-university courses. Hongkong is a "working class" society and this is reflected in its student profile. By British criteria, more than half its students are working class and about 15-20 per cent at universities in western Europe. Almost all live in appalling overcrowded conditions, where study is virtually impossible.

Nearly the whole population of 4.5 million—larger than New Zealand's, for example—is squeezed into an area about the size of Birmingham. Consequently, university halls of residence are limited: only 18 per cent of Hongkong University students are housed and even at the spectacular campus of the Chinese University at Shatin in the New Territories the figure is only 45 per cent.

Although building work is now going on at HKU, particularly to improve the situation, there is little doubt that home conditions are a factor in the rush to study abroad. Many of those going overseas are among the territory's brightest and best. Quite simply, they want a wider range of experience than the geographically and culturally isolated and cramped confines of the colony can offer them. Many, too, are those who have failed to get into a Hongkong institution. A good number of these head for the United States, although employers have to be satisfied on their return that their degrees are worth more than the paper it is written on.

But perhaps the crucial inducement to study abroad is the chance to perfect one's English, a mastery of which is indispensable if one is to "get on". Not to put too fine a point on it, command of the language is a prerequisite of the

success among most Chinese is poor. The reason is that Hongkong Chinese speak Cantonese but, because this is not a written dialect, have to write in Mandarin. They are taught in those two disciplines until 12, when over 80 per cent of those staying in transfer to English-medium schools.

Here, their development in Cantonese and Mandarin often comes to an abrupt halt. Having to learn in rudimentary English inevitably holds up academic progress. Their teachers, all Chinese, are products of the same predicament. It is the language problem which is at the root of one continuing bone of contention between the Chinese University and the Government and the UPGC.

To get to Hongkong University students have to take A levels at the end of two years in the sixth form. But they can go to Shatin after one year of study in the sixth form by taking the Chinese University's matriculation examination.

This arrangement allows the Chinese University to argue that its undergraduate courses should last four years instead of the three at HKU. Much of the extra time, especially for science students, is spent on language work. The White Paper is expected to confirm the phasing-out of the two separate examinations and their replacement by a new common examination based on a new common sixth form course. The Government would then like to see the Chinese University reducing its courses to three years, thus making way for a further increase in students at little extra cost.

Little progress is likely on this, however, in the foreseeable future. Nor is the Chinese University so far removed from the face of repeated urgings from the UPGC to produce five-year instead of six-year courses for the new medical school. Without doubt, both more medical training facilities and two new dental schools are badly needed in Hongkong. No university dental courses exist at all or present, and all dentists have therefore to be either imported or sent abroad for training. Medicine, on the other hand, has a long tradition in the territory. Hongkong University itself started off in 1887 as a medical school.

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for Chinese and the school retains its prestigious position today. It is estimated, however, that 250 new doctors a year will be needed by 1990, and even more perhaps by the year 2000, when the population is expected to have grown to over six million.

Much of the new population will be in the New Territories, the 70 square miles of the colony leading up to the border with mainland China.

At present nearly all the population is squeezed into Kowloon and Hongkong Island, but new towns are being built where possible in the open, hilly hinterland.

What has held back development, of course, has been fears about the intentions of the Communists when the New Territories lease runs out in 1997. But the last thing the Chinese want is to disturb the Hongkong status quo: it is a massive source of foreign currency for Peking and a crucial diplomatic listening post.

The Chinese have persistently let it be known that for them 1997 is a non-date since they have never recognized the validity of the agreement signed between Britain and the rulers of Imperial China in 1898. Importantly, they have also put their money where their mouths are by investing in land, factories, banks and shops on a major scale in Hongkong.

It is because the Chinese University is situated on the New Territories and because a huge new hospital is being built to service the neighbouring expanding city of Shatin that the all-graduate was given for a second medical school rather than for further development of Hongkong University's facilities. This arrangement, however, is certain to cause difficulties. Academic and para-medical staff—except at the most senior levels—need to be of a specific Chinese. In other words, they must be very limited experience recruitment for the new medical school. And therefore only a very limited pool of talent to choose from.

Equally important, perhaps, is where the paramedical and other back-up staff are to come from. Here, the polytechnic is embarked on a crash programme of training technicians for both the medical and dental schools—but there is great concern that the exercise will turn out to be too little and too late to prevent unsatisfactory operations of staff.

Expatriates are normally an essential part of most departments in the territory's tertiary education institutions. "Localization" programmes have been hampered by the fact that so much work is in English—and will remain so. Hongkong University, indeed, will have no truck with "positive discrimination" recruitment policies. "We simply take the best", said one senior official grudgingly. And the best usually, for HKU, means British: well over half the academic staff are expatriate and at the professional level the percentage is still higher.

Australians add, to a lesser extent, Americans also work in significant numbers on the campuses—and even the Chinese University has a sizeable minority of non-Chinese academics.

The attractiveness of Hongkong for British academics is not hard to find. At the professional level, money is available for research, positive planning can be done and there is an absence of the nagging ethnic and financial issues which characterize so many campuses at

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Hongkong University is the  
territory's oldest and most  
prestigious institution of  
higher education. It  
developed at the height of  
Britain's colonial presence.  
Paul Moorman reports.

Founded in 1911 out of the old College of Medicine for Chinese, Hongkong University was, until 15 years ago, the only university-level institution in the territory. The aura of pre-war redbrick is strong; the place has the quiet confidence of a campus with a long-proven track record. It is, according to one of its senior members, "a corner of British academic life in a foreign field."

HKU's parentage is one hundred per cent British and the traditional ties with the "home country" remain unbroken. There is no hint of any American way of doing things as there is increasingly in some Hongkong spheres. As Mr. Norman Gillanders, the university's secretary, says: "If we have a problem we look at how it would be tackled in Britain. We are not influenced at all by the United States or Europe."

Thus, undergraduate courses are nearly all three years; the university sets a level examinations and requires all applicants to have passed these. All teaching, except of course, Chinese studies, is in English; and in 1975, when the university wanted to reorganise its structure of academic governance, it was Sir Douglas Logan, the former principal of London University, who was called in to advise.

The university is a keen member of the Association of Commonwealth Universities and the International University Council for Higher Education Overseas. Some 40 per cent of the academic staff is expatriate; the figure is even higher at professional level. Students in "professional" courses are closely linked with the requirements of the appropriate institutional body in Britain. There is an external examiner system.

Overwhelmingly, the brightest and best of Hongkong's students inevitably opt first for HKU—unless, that is, they decide to study abroad, an increasingly many do, as they want to do a specialism that the polytechnic or the Chinese University concentrates on. But such gains in HKU provision are rare.

Graduates of HKU have been educated in English—not essential to a good career in the public service or in business. It is the passport to a highly paid job; and it is that which counts to motivate students in Hongkong more than in almost any other country.

So central is the psychological role of English that students wishing to study European languages such as French and German do so under the auspices of the English department. Which is not to say that standards in the language are necessarily high. As Dr. N. C. Lee, dean of the faculty of arts, the largest in the university, says: "Competence in English language is going down all the time. This may be part of the same phenomenon affecting universities in Britain and the United States. But at HKU, where we are teaching in a second language anyway, this makes the maintenance of standards even more difficult."

Some academics, naturally, bemoan what they see as the narrow vocational role the university is called upon to play. At least two professors called "fast-track" students "fodder for the government and business." Another, rather forlornly, said: "We try to provide an education for living, but I'm not sure how many students realise that."

Most, however, simply get on with the job of trying to turn out the best products for future employment. The university, in spite of all its Britishness, may look like a Hongkong University Inc. to an outsider. But, as one is told, that indeed is an outsider's view and not relevant. The university is serving a part of the developing world.

Set in 40 acres on the north western slopes of Hong Kong—off the Pokfulam Road, the university's reputation for academic excellence has long been combined with an image of stand-offish elitism and a lack of concern for the ordinary problems of the community.

It is a reputation which, however, is being challenged by the

## The very model of a British redbrick university

sen Huang, the vice-chancellor, agrees, may have been to an extent warranted in the past. The remoteness may certainly be, at least partially explained by the fact that Dr. Huang is the first Chinese to head the university in its history. All other vice-chancellors have been British and largely unable to speak Cantonese.

Appointed in 1972, Dr. Huang, a distinguished chemistry graduate of HKU who got his doctorate at Oxford and who was previously vice-chancellor of the University of New Yang in Singapore, sees a key part of his brief to develop what he calls "the Hongkongness of HKU".

For Dr. Huang, the Hongkongness of HKU means taking advantage of the fact that, since the closing of the border with the mainland, the territory has forged an identity of its own—based on hard work and an aggressive brand of laissez-faire enterprise. It is one of the university's important tasks to articulate this identity.

Another is to serve the community more than in the past. Dr. Huang acknowledges that much has still to be done ("universities by their nature tend to change slowly and in any case we have always been conservative in our image-selling") but he points to work being done in the sociology and social work fields and to such schemes as the free legal advice centres being operated by the law school in conjunction with the social services authorities.

And there is, of course, medicine, the rock on which the university was founded.

A third task of HKU is to promote the cultural flow between east and west. It rejects indignantly the claim of the Chinese University to be the body best suited to this work. The university's Ordinance of 1911, for example, expressly speaks of "the development and formation of the character of students of all races, nationalities and creeds and

ambitious new dentistry unit will soon become a school.

Arts is the largest faculty with 850 students, 538 of whom are women. Most of these graduates will go into teaching or the civil service. It is followed by medicine, with an enrolment of 760. Of the 700-plus engineering students, only eight are women. The smallest unit is law, with nearly 150 students. Overall, about one in three students are female.

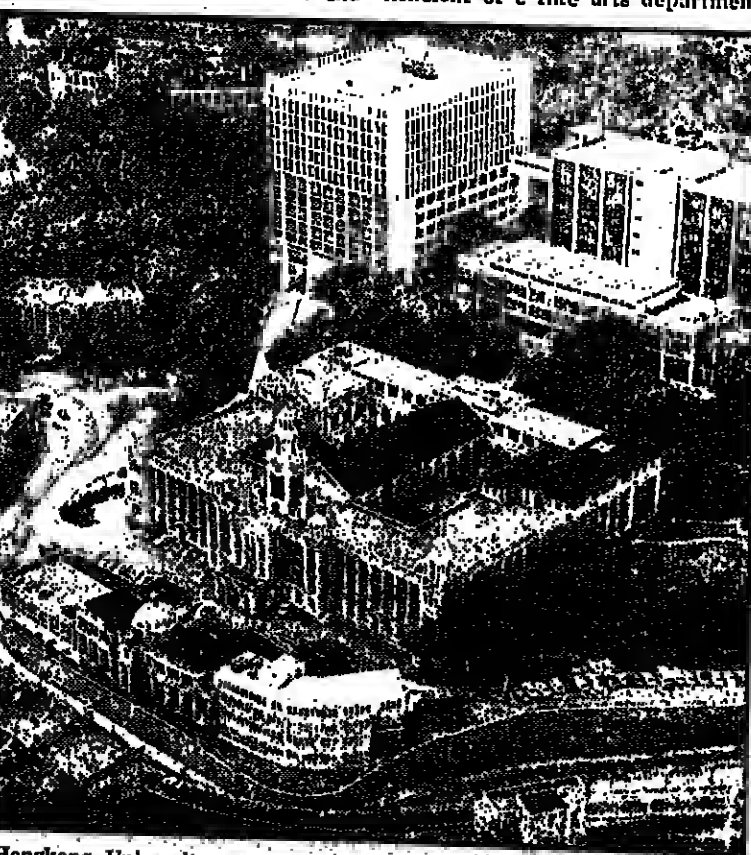
At the post-graduate level, students can work for two types of "research" degrees: on MPhil, which normally takes between 21 months and four years, and a PhD, which lasts between three and five years.

Additionally, there are so-called "coursework" higher degrees, where candidates have to follow courses, do practical work and take exams as well as submitting a dissertation or essay. Two-year courses lead to a Master's degree in arts, social sciences, business administration and science (engineering). From this year, Master's degrees in medical science and education are also planned.

One post-graduate focal point is the Centre for Asian Studies, set up in 1967 to serve as a rallying point where all departments with interests related to east and south-east Asia can bring together their research projects and graduate students in interdisciplinary seminars. It also attracts to the university post-doctoral fellowships.

Other specialist centres are the electronics centre, the medical electronics centre, the radioisotope and the electronic services units, and the important language centre, which includes the large remedial English section.

For the triennium 1978-81, Mr. Murray Dudgeon, the university's registrar, points to developments in the pipeline such as the establishment of a fine arts department,



Hongkong University: a product of colonial days

the maintenance of good relations with the neighbouring country of China.

Political realities may have changed since these words were penned, but HKU still feels it can make an important contribution towards the understanding of "things Chinese". It is not, however, a view always widely shared in the territory.

Of today's 4,800-plus students, about 10 per cent are studying for higher degrees and staff: student ratio averages 1:10. There are five faculties: arts, engineering, medicine, science and social science, and three schools, education, law and architecture—the last two being elevated this summer from their former status as part of the engineering and social sciences faculties.

In addition, it is expected that the

coming of the major dental school, the introduction of a Master's degree in medical science, more computer science, expansion of the school of education together with a Master's degree in education, and, later, the setting up of urban studies and music departments, the latter to link with the foundation by the government of a conservatoire.

A joint training centre with Singapore to produce pre-clinical medical teachers is also to be created. Here, the planned new medical school of the Chinese University has led to serious fears of a "brain drain" of the most talented young HKU academics and professionals, tempted as they are likely to be by the prospect of immediate promotion to fill top jobs.

The section of HKU's faculty



Dr. Huang: first Chinese vice-chancellor

strengthened for the university's long tradition and expertise in medicine, to take ever responsibility for expanded medical studies with HKU getting the site of a major new hospital being built in the New Territories.

The Chinese University is the day went against them. Expansion of the education unit has been made urgent by the loss of compulsory education from 3 of the secondary schools that is, until the age of 16, from the school now aged 16.

With the dental school taking much of the university's development cash, deficit budgets having to be introduced for the time. About HK\$7m (over £750,000) is being earmarked for the year.

The money, says Gillanders, will only maintain services, not be used for expansion. Numbers are due to grow to 5,000 by 1981 and the University of Polytechnic Grants Commission simply had not allocated enough funds to deal with the expansion properly.

Not that HKU could remotely be called hard up. It has so much money that it has to make up of individual gifts and Japanese war reparations.

Over 10 per cent of the university's income comes from donations and another 6 per cent from student fees. But the vast majority, almost 80 per cent, comes from the government through the UPGC. In the period 1974-75, the university was allocated HK\$30m for recurrent expenditure.

A massive building programme is also taking place. In the 1960s it was the Chinese University with its beautiful site at Shatin being developed, which got the money. The 1970s saw huge sums being poured into the construction of the polytechnic.

It is the turn of the HKU. In addition to the dental school, the engineering and science departments, currently housed some way from the main campus, are being relocated on the main campus at a cost of HK\$70m. The work is due to be completed by late 1980.

And a new hall of residence and student amenities building is also being constructed, costing HK\$30m. More accommodation for students is urgently needed. Initially the university was totally self-sufficient but the numbers now housed in halls of residence have doubled to 18,000.

With the university employing so many expatriates, much effort has to go into providing a pool of recruits for them. HKU over some 200 flats but additionally has to spend around HK\$18m in letting property. Staff have to pay 15 per cent of their salary in rent, but even so the university is heavy for the expense of expatriates (only senior Hongkongers and expatriates) Dr. Huang feels the system is a good one. The constant flow of new blood brings in new ideas and means personnel are not unduly frozen. Sometimes the quality of expatriate appointments may have been a little uneven but now, says Dr. Huang, "we are bringing from the jobs out in the

S. C. Loh on the progress being made in translating Chinese into western languages by machine

## Unscrambling the inscrutability of Chinese characters

Since 1964 established the Automatic Language Processing Advisory Committee (ALPAC) and ordered a thorough investigation into machine translation research.

The ALPAC report, *Language and Machines*, was published in November, 1966. It concluded that there was no possibility of producing a satisfactory machine for translation in the foreseeable future and recommended that no further funds be spent on researches that had such development in view. Reactions to the report were predictable. For almost 10 years any application for a research project involving language and computer, however modest or sound, could expect a swift and categorical refusal.

Machine translation research at the Chinese University of Hong Kong was started by the present author in late 1969, at a time when most of the research activities in Europe and the United States had ceased. The object was to study the possibility of automatic translation from Chinese into English by computational techniques.

The preliminary survey, which studied the sentence structures and linguistic complexity of the Chinese scientific texts, mathematics and physics in particular, both syntactically and semantically, indicated clearly that mathematics, being an exact science, was relatively easy to tackle, but that fully automatic High-Quality Translation (FAHQ) was extremely difficult, if not impossible to achieve. The survey indicated that some practical machine translation system involving the collaboration between man and machine was feasible.

In September 1971, the machine translation project was formally launched with a grant from the ASIA Foundation. The aim of the project was, of course, the collection and study of linguistic data of both the Chinese source language and

the English target language, in the field of mathematics, for the purpose of designing and constructing a practical machine translation system. The proposed system, which should be capable of translating Chinese mathematical texts, taken mainly from *Acta Mathematica Sinica*, into readable and grammatically correct English. The machine translation system, called CULT (Chinese University Language Translator) was designed and tested in October 1972. In subsequent years, many improvements and modifications have been made to the system. Difficulties encountered in linguistics, in terms of syntax and semantics, and in centricity considered as a dual language translator.

This April, a research centre for machine translation (named after the donor the late Mr. Huang On-Toi) was established at the Chinese University. Its first task is to develop a Chinese input keyboard for the computer system. Many Chinese input systems based either on corner shapes of the characters, or on Pin Yin (pronunciation), or on a Chinese typewriter keyboard with a few thousand keys are commercially available. The widely publicized cylindrical Chinese typewriter keyboard which has been developed by the Chinese Language Project, Cambridge University, is the latest one to be introduced to the market.

None of these input systems possesses the most desired characteristic of being easy to learn and operate. Most, if not all, require extensive training of the operator. For simplicity, the input of Chinese characters to the computer system should follow the natural order of how they are written by hand—the way children are taught to write Chinese characters.

This kind of stroke approach, though theoretically sound, is impossible to implement due to the richness of the language and the

infinite combination of strokes that go to make up Chinese characters. However, a feasible way is to employ the "radical" approach: in other words, to represent on the keyboard the most frequently used radicals of the Chinese characters.

For the past five years, we have studied the structures of the Chinese characters and designed a new set of modified radicals which total barely over 200 in number. A keyboard based on this design approach has been constructed and initial test results are satisfactory. On the average, 2.3 keystrokes are required for each Chinese character. The arrangement of the keys on the keyboard is usually according to their normal position in the character, that is, a radical is normally at the top of the character is placed on the upper portion of the keyboard and so on.

The main advantage of this approach is that it is simple and natural for any person with a minimal knowledge of written Chinese to operate the keyboard with relatively little training. The keyboard, we believe, will have a profound impact on the typesetting industry for the Chinese language.

With the completion and implementation of input/output devices to complement CULT, the machine translation of Chinese into English steps into a new era. However, the translation of one natural language into another one and vice versa is not the end-product of our project.

The centre for machine translation at the Chinese University looks forward to building and implementing a multi-language model. We have ample reason to believe that a multi-language translation programme model is possible.

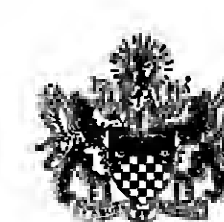
The underlying logic behind the proposed model would be similar to CULT. Different input/output devices would have to be designed. With growing needs for rapid translation of scientific and non-scientific materials demanded by international organs such as the United Nations agencies and the EEC, automatic translation offers the only realistic hope of tackling this task.

Professor S. C. Loh is director, the machine translation unit, the Chinese University of Hong Kong.



Traditional Chinese letter-writer

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# Academic internationalism with a Chinese face

Paul Moorman on how the Chinese University is overcoming its growing pains and developing its own special contribution to Hongkong's higher education.

Hongkong's Chinese University has had a chequered life in its short history. Conceived in something of a hurry and a muddle, it has inevitably found itself in the shadow of the prestigious and established Hongkong University. But now, 15 years after its inauguration, it is steadily forging its own identity.

That identity, according to Dr C. M. Li, the founding vice-chancellor of the university who is now retiring, is based on the integration of east and west cultural and intellectual traditions by developing what he calls "Chinese data" in the various academic disciplines.

This, Dr Li emphasises, does not mean that the university's concerns are somehow nationalistic or chauvinistic. Rather, the aim is to harness the original insights of Chinese learning to the techniques of western scholarship.

In some spheres, notably natural sciences, a western preoccupation, it has sometimes been difficult to bring the Chinese dimension to bear.

But interesting work is being done by interdisciplinary groups on the physiological, social and cultural aspects of acupuncture and on the production of mushrooms using industrial waste, notably by growing them in the mountains of trout leaves left over by the world's most enthusiastic race of drinkers of that beverage.

One major research project, headed by Professor Li M. Chang of the chemistry department, is into Chinese herbal medicines. The aim of the research, says Dr Chang, is not so much to try and discover new herb remedies but to use new science to help make best use of traditional medicines.

The research goes back for its inspiration to the Peking Tsu, the written records of medical treatment produced by the doctors of the Chinese Imperial court as long ago as the year 800. "We know these herbs work," says Dr Chang, "the physicians of those days had to be very careful. It could be pretty dangerous if you killed an emperor."

Thus, it is widely recognized that gardens can help cure jaundice and that the Chinese motherwort (*Leonurus arvensis*) has contraceptive properties. Biochemist Dr Y. C. Kong, who is working on the anti-fertility project, hedges that in the future it will be "literally possible for people to grow their own contraceptives in their back garden".

How seriously the research is taken is shown by the fact that the World Health Organization has designated the Chinese University as one of six centres around the world to get cracking for research into herbal remedies. The university was given a HK\$700,000 subsidy in

January by the WHO for the contraceptive work.

Much emphasis is put in the university on four research institutes for the furthering of the Chinese studies, science and technology, social studies and the humanities, and business management studies. Major research projects are often hived off into special units or centres within the institutes.

In addition, the university's graduate school, set up in 1966, offers a variety of Master's degrees.

No PhD work is done at the moment though, though the university has a number of PhD students in the next triennial beginning in 1981.

Not situated in a dramatic three-platoon site, Shatin in the New Territories overlooking Tolo Harbour, the Chinese University began life in 1963 on three separate sites in Shatin, Hongkong Island and Kowloon.

After the Chinese revolution of 1949 and the mass exodus of refugees to Hongkong from the mainland, three Chinese-medium colleges were established in the territory.

They were Chung Chi College, founded from a number of previously Christian colleges in China; New Asia College, which incorporated the Nationalist government colleges based on Confucianism, which had crossed the border; and United College, which grouped together some of the large number of small, private and usually poorly-endowed colleges which chose exile and which, in the end, belonged neither in the Christian nor the state networks of institutions.

By 1951 there were four pupils in Hongkong's Chinese-medium secondary schools for every three in the English-language Anglo-Chinese schools. In all, with the influx from the mainland, there were over 30,000 Chinese pupils; and Hongkong University, the only university-level institution, had places for just 850 students.

Hongkong University, of course, taught virtually exclusively in English and this a majority of the eligible in apply. The qualifications were scarcely recognized by employers. Hongkong University was asked to expand and begin teaching in Chinese. It refused on grounds of cost and space.

Mr John (now Lord) Fulton, the then vice-chancellor of Sussex, was called in to advise on the development of the three colleges, which in the meantime, in spite of their often clashing interests and different intellectual backgrounds, had joined into the Chinese Colleges Joint Council in an effort to persuade the government to support Chinese higher education.

Early in 1963 the Fulton Commission recommended the setting up of a Chinese University and this was of long-term value. The first buildings on the new permanent Shatin site were completed late in 1966, but even as the colleges began to move to their new home they insisted on keeping their autonomy.

The result was a mess. The University and Polytechnic Grants Com-

mission was sent three sets of accounts from the colleges plus another from the university, juggling over who was responsible for what was endless. Academic development was fragmented. Eighteen per cent of the institution's finances went on administration in 1965 as against 6 per cent at HKU.

The government stepped in and called Lord Fulton to nuke further recommendations, or, as one senior member of the university put it privately, "inseparable chaos he had created".

This time the whip came out. Fulton, MacKillop, abolished the three separate boards of governors and replaced them with trustees who powers were restricted to managing the assets of the colleges and to key decisions linked up. All university decision-making was transferred to the central university authorities.

A formula was devised whereby the university was subject to "oriental" and the colleges were "student oriented", that is, they looked after the welfare of their students and organized tutorials on a collegiate basis. The new arrangements came into force last year. And although only 45 per cent of staff and students are housed on the Shatin campus, everyone is assigned a college to belong to.

One result of the previous unwieldy procedures and conflicting spheres of interest was that the university tended to suffer from a lack of recognition from the rest of the academic world. To get it such international recognition, says Dr Li, was one of the prime tasks he set himself.

Dr Li, a long-time professor of business economics at Berkeley in California, has been an enthusiastic supporter of international and regional links with other institutions have been set up.

But here critics of the university say that while it claims on the one hand to be uniquely Chinese and on the other to be genuinely international, in fact it is in fact primarily an American connection which counts.

Certainly, many of the expatriate staff are American and, conversely, nearly all lasting four years are often modelled on American lines. And joint programmes and exchanges exist with the universities of California and Indiana and with bodies like the Yule-Chihua Association, the Yenching-Yenching Committee and Princeton-Asia.

Additionally, the International Asian Studies Programme, which has recently begun and which this year has brought 60 students in similar interest in learning the Chinese language, is organized through the Yule-Chihua Association.

But Mr Nelson Young, the university's registrar, points to the fact that the university is also an active member of the Association of Commonwealth Universities and the International Council for Higher Education. Over both, of course, primarily Commonwealth bodies.

One major plank for the justification of the university—to give higher education opportunities to the majority of secondary school pupils attending Chinese-medium schools and therefore debarred from HKU—has disappeared. Today, fewer than 16 per cent of pupils go to Chinese-language schools.

Despite this, the university continues to accept pupils from either type of secondary school—after they have taken the matriculation at the end of one year in the upper sixth form. They also take those who have applied to, and failed to get into, HKU, and those who—a distinct minority—who feel a vocation to study at the Chinese University.

The result of this early entry and the fact that, inevitably, the university often gets those students who first choice may have been HKU, is that many need extra coaching, especially in English.



Dr Li: 'Chinese data'

extra year which CU students take over their degrees is due to their quality—many applicants, indeed, are turned away although they have the necessary paper qualifications. Competition is fierce and standards high.

Perhaps the major development at the university is the creation of the new medical school, which is due to receive its first intake in 1980. The school went to CU despite strong initial objections from HKU, which was, and is, worried that it might be "poached".

A basic medical building costing HK\$12m is due for completion in 1980; it will be eight stories high and cover 55,000 square feet. The 1,000-bed teaching hospital and clinical sections will be in the neighbouring new towns of Shatin and Tai Po. They will eventually meet the needs of a million population at a capital cost of around HK\$100m.

The course will consist of a pre-medical year, two basic medical sciences years and three clinical years. Against this, the planned six-year programme, as against five at HKU, has caused some reservations as to the part of the UPGC. But the university has thus far retained adamant that it is this structure which it best suited to its needs.

Meanwhile, the incoming vice-chancellor, Professor Dr Li, a highly respected bio-chemist at CU, looks set to continue the policy of internationalism with a Chinese face. Luck from a trip to Paris arranging an exchange programme with French universities, he points to non-patent experiments to carry drug addiction now being done in a local hospital as "an example of how we do Chinese studies".

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An abridgement by  
COLIN A. RONAN of  
JOSEPH NEEDHAM's  
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Cambridge University Press

Barry Burton on how Hongkong's libraries provide vital reading room for the territory's students

## Libraries: the difficulties of booking a space to read

Hongkong is a crowded, compact, crowded metropolis. Many families living in government housing and in private estates, which provide accommodation for almost half of Hongkong's 4.6m population, have less than 2.2 square metres per person. These cramped conditions, usually without air-conditioning, mean that the library, by providing a quiet place to read, is a most important service to the community.

As a result, Hongkong students use their degrees in two to three years—many applicants, indeed, are turned away although they have the necessary paper qualifications. Competition is fierce and standards high.

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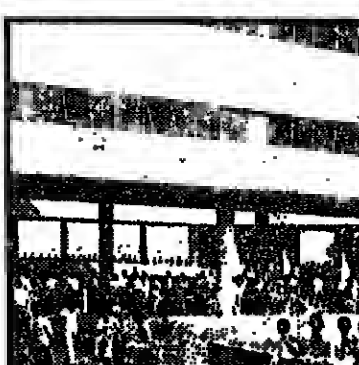
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Cambridge University Press



Queuing for seats outside the polytechnic library.

system has very rarely fallen below 5 per cent of the institution's budget. The norm is between 7 and 10 per cent. This is rather favourable when compared with most British university libraries, particularly as in Hongkong the budgets are padded by frugal allowances, overseas passages, student allowances and medical and dental treatment.

Each of the three libraries spent more than HK\$2.15m purchasing books and periodicals in the fiscal year 1977-78, mostly from British and the United States. Fortunately, cushioned by the strength of the Hongkong dollar, which since 1971 has appreciated 40 per cent against the British pound and 16 per cent against the United States dollar, Hongkong libraries have been little affected by the economic recession. In fact, the rate of collection growth has increased rather than diminished though some pruning of periodical subscriptions has taken place to make way for new titles.

Whilst there is growing concern about the adequacy of library accommodation at the University of Hongkong, the situation at the Chinese University and at the polytechnic is a cause for envy by most librarians.

The main library of the University of Hongkong was opened in 1961 and contains both the general library and the Fung Ping Shan Chinese Library. Two additional floors were added to the existing seven in 1968. The main library building can seat over 800 readers and houses most of the university's half million volumes. Separate medical, law and education libraries are provided on the campus.

The imposing main library of the Chinese University, opened in 1972, can comfortably accommodate over 500 readers and 400,000 volumes on 7,900 square metres of floor space. The building is a well-proportioned, modern structure, with study rooms, closed carrels, conference and seminar rooms, an audio-visual room, a photographic laboratory and a book bindery.

With three other library buildings on campus (those of the original three constituent colleges of the Chinese University) together with residential accommodation for a substantial proportion of students, there would appear to be no problems of accommodating books or readers in even the long-term future.

More recently, in February 1977, the library of the Hongkong polytechnic was opened by Princess Alexandra. This building, designed to meet the long-term needs of the polytechnic, has a total floor area

of 17,850 square metres which will eventually accommodate 3,000 readers and half a million volumes. The building is centrally air-conditioned and heated and is fully carpeted throughout.

At the moment, with parts of the building used for non-library purposes, there are over 1,500 seats available for the reading of books. This seating capacity is inadequate near examination time, when students can be seen sitting on the floor or on staircases, but is sufficient for the rest of the year. With a compact campus area, the polytechnic does not have departmental or faculty libraries—all library materials and services are housed in the single centrally situated building.

Included in the polytechnic library building is an Education Technology Unit, which is independently administered but nevertheless works closely with the library, providing equipment and services to groups of staff and students while the library's non-print section deals with the needs of staff and students on an individual basis. This non-print area contains 42 carrels equipped with a range of audio-visual hardware.

Automation of library procedures is likely to move ahead rapidly at the University of Hongkong library which is installing a DEC PDP 11/70 mini-computer. With terminal linkages to the University of Hongkong's Chinese University, this computer will hold machine-readable catalogue (MARC) records.

A working group comprising staff from the libraries and the computer centres of each institution has been formed to develop a system so that the MARC can be used by all three partners for cataloguing purposes. In addition to cataloguing, the University of Hongkong will use its computer to automate circulation routines and book ordering procedures.

The polytechnic's library catalogues have been in book form since 1975. However, the availability of MARC records is expected to improve the speed and efficiency of the polytechnic's cataloguing processes. Automation of the polytechnic's circulation and ordering systems on one of its computer centres PDP 11/70s is expected by the end of next year.

A Universities and Polytechnic Joint Libraries Advisory Committee liaises on library administration and acts as an advisory body to the two vice-chancellors and the polytechnic director. One of the main activities of this committee is to rationalise the coverage of periodicals taken by the three libraries, attempting to avoid unnecessary duplication while at the same time increasing the range of titles available in Hongkong. The UPGC holds the view that, for some purposes, the libraries of the three institutions might be created as a single unit.

The collections in each library are made available to the other libraries through a messenger service. Photocopies of periodical articles are exchanged free of charge between the three libraries. All three libraries make use of the British Library lending division to acquire periodicals not available in Hongkong.

A major difference from traditional western practices is in the cataloguing of Chinese and Japanese materials. In Hongkong, it is generally accepted that the romanisation of Chinese and Japanese characters is neither practical nor economical since library users find it much easier to read the original script. This means that a separate catalogue is kept for Chinese and Japanese materials. The catalogue cards are interfiled according to the number of strokes in the character.

Theft of books and periodicals from libraries is a world-wide problem and, unfortunately, Hongkong is no exception. Since the opening of its new library building the polytechnic has used the Tattle-Tape electronic security system to protect its collection. The University of Hongkong library is now introducing the same system.

Barry Burton is chief librarian at the Hongkong polytechnic.

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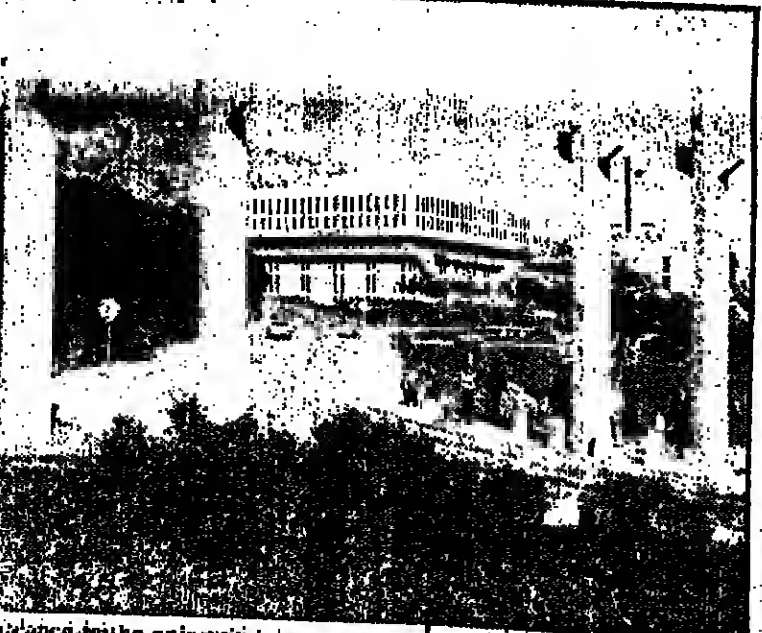
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Hongkong's University and Polytechnic Grants Committee is the Government's fifth largest spender

## Umbrella body coordinates range of funding activities

Hongkong's University and Polytechnic Grants Committee is in many essentials modelled on its British counterpart. But it also differs from it in significant ways. Its name, for a start, indicates a range of responsibilities wider than the University Grants Committee in London.

The UPGC began life as a UGC in 1965 to act as an impartial judge of the claims of Hongkong's University and the then fledgling Chinese University. It became fully operational in 1967 and, by 1972, when the polytechnic was created, it took over this institution's funding as well and changed its name to reflect its new duties.

Deliberately, it has been kept modest in size. Mr S. P. (Phil) Bailey, the committee's secretary, Mr Bailey is a firm believer in small being beautiful—administratively at least. The UPGC has a staff of 16, of whom only two are senior. Yet, with a total budget of HK\$450m this year, it is the fifth highest Government spender.

But if the scale is small, the committee is large on quality. Mr Bailey himself, a one-time colonial administrator in Kenya and for two years with the Science Research Council, keeps, by general consent, a gentle, though close and efficient, control over the developments of the three institutions.

Additionally, the committee itself is loaded with top names in British academic circles. Dr Edward Parkes, chairman of the UGC, is a member, as is the ubiquitous Lord Briggs, the Provost of Worcester College, Oxford. And the medical subcommittee is headed by Sir John Butterfield, the regius professor of physics at Cambridge.

In all there are 14 members of the committee; six are academics or administrators from Britain and two are from Australia. There are no academics from Hongkong because, with such a small academic community, there are no stand-alone fears of either local or international warfare.

On the other hand, all the six non-academic members of the committee are long-term businessmen, reflecting the close links between industry and higher education in the territory. The chairman, for example, is tycoon Mr John Hing, the head of Swire, one of Hongkong's largest concerns.

Although the polytechnic could not, when it was set up, have been in any sense "local authority controlled" and therefore needed some more central method of financing, its integration into a university grants system was a pioneering act. In the Hongkong situation, it was a compromise one, too.

Calculating the future profile of the polytechnic and its funding needs has been made difficult by its rapid expansion, a process which is still continuing. Another problem hampering budgeting has been the reluctance of employers to embrace part-time day-release schemes, something which the polytechnic is pushing hard.

With nine applications for every place, it would be easy for the polytechnic to make up numbers with full-time students, but both it and the UPGC believe this would be to put a wrong emphasis on the work being done. Any expansion of full-time students at the expense of day-release people would be seen as undermining the importance of the industry-study tie-up.

Another key difference from the UGC is that the UPGC is directly in charge of student financing. Aid was introduced for most students in 1969 and the UPGC took it on board from the start.

The old common in a grant-in-aid package, with a maximum grant of HK\$2,750 a year and a maximum loan of just over HK\$5,000. The average grant is HK\$1,600 and the average loan is HK\$4,000. These loans are interest-free and repayable over five years after graduation.

When the scheme began the loan element was about 55 per cent of the total assistance. Now it has crept up to 70 per cent and this, says Mr Bailey, who wants to bring it down to under 60 per cent, is too high. Despite this, however, only four cases of loan defaulting are known to the UPGC; and at present 25,000 loans are being recovered.

Over the past four years the issues that have shaped UPGC decision-making have been the financial cutbacks of the first two years, the rapid expansion of the polytechnic, the preparatory work on

the new dental school for the medical school, the associated setting up of medical facilities, and the organization of CU from a loose collection of three colleges into a more centralized body.

UPGC decries the view that the University, after the trials and tribulations of its birth, is now ready to enter a period of strong academicism. But there remains concern that its undergraduate courses, some years instead of the three HKU.

The point is made that in an extra year to the University's second year, the HKU's second year would be HK\$4m a year while the HKU's third year would be HK\$6m worth of extra study.

However, this may be expected that the coming of a new year to the University will defer consideration of this issue for at least another year. Whether the Chinese University will be allowed to go permanently with its plans for a year medicine course, having the five at HKU is also likely to be deferred.

For the coming period, projects are looming large for the new dental and medical schools have already been cut, but Hongkong University will be getting over HK\$100m in new buildings over the next five years. The HKU's new building, against HK\$95m for the polytechnic and just over HK\$5m for the Chinese University, which will be a new campus already well equipped, is less to meet a present need in this respect, says the money situation is not compared to the UGC situation, says Mr Bailey.

HKU's recurrent grant for a triennium is HK\$350m, CUHK\$250m and the polytechnic HK\$411m. The polytechnic is clearly hard hit in that it has to house its expatriate and senior staff. Consequently it has lost 12 per cent of its total expenditure in 1977-78, this is up to 12 per cent at CUHK.

Communicative Syllabus Design  
A sociolinguistic model for designing the content of purpose-specific language programmes  
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A book which shows how the content and skills that are to be taught or learned in any language should be specified. English for specific purposes has become a major development focus in the area of communicative syllabus design and materials production. This area, however, has lacked a system for drawing up appropriate syllabus specifications based on adequate profiles of communication needs.

This book solves the problem by creating a processing model that starts with the learner and systematically constructs a profile of his needs which is then converted into the very detailed syllabus specification which the learner needs to master.  
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## Learning's role as aid to free enterprise

cont. from page 1  
come. There is, indeed, a very perceptible brain drain to Hongkong of highly qualified academics who are, in the words of one example, "fed up with fighting".

Added to the chance to get on with things comes something else that is missing for most United Kingdom academics: excellent salaries and conditions.

It is not just the pay cheques which cheer, although with professors on a minimum of over £14,000 (usually, in practice, of course, much more than this) and lecturers and senior lecturers earning up to £12,000, these are by no means negligible.

Just as important are the perks: accommodation at around 7.5 per cent average, income tax often generous assistance with school fees and most medical expenses at the end of every contract, usually two years, a bonus of 25 per cent of all that has been earned over the contract period.

Perhaps the most controversial issue currently facing the higher education community is whether the polytechnic should be given degree-awarding status.

It is a question which has split the institution's board of governors. At present full-time students at the polytechnic can get Diplomas, Higher Diplomas or Associateships, the last named being regarded by many as equivalent to a first degree.

to initiate degree programmes will divert the energies of the polytechnic from the main business in hand.

Familiar arguments are rehearsed: the students would all want to go for degrees and study at levels not needed by the community, all those not doing degree work would feel second-rate and, however many promises were made about limiting degree work, it would, once under way, like Topsy just grow and grow.

The decision will be taken in the White Paper. At the time of writing the Government still appears undecided. Private opinions of senior educational administrators range from "no chance" to "certain".

According to the Green Paper figures, about 3 per cent of Hongkong's population is working at technician level or equivalent at against 9 per cent at technician level and 26 per cent at craft level. No fewer than 62 per cent are employed in operative or unskilled work.

There appears, in other words, little need for a new source of graduate manpower. However, the Green Paper does make the point that the Government considers its ally-based industries will lead to growth in the availability of "skilled jobs".

Perhaps the most realistic guess, therefore, as far as the polytechnic's goals are concerned, is that the go-ahead will be given for up to 20 per cent degree work from 1981.

The Age of Constantine and Julian  
by Diana Bowder  
Pb. £12.50  
ISBN 0 296 30922 6

The Emperor Julian is the first person recorded to have charged Constantine, his uncle, with being a revolutionary: "The innovator, subverter of ancient laws and traditions, receiver of old." The half-century between Constantine's seizure of control of the western provinces of the empire (312) and Julian's death is, however, a much more complex period in Roman history than Julian's judgment would suggest.

A blend of conservatism and innovation is characteristic of Constantine's policies, just as it is of those of his sons and, indeed, of Julian himself. Even in matters of religion—the sphere to which Julian's life about his uncle was chiefly

intended to refer—the period remained one of transition. During all this time, and for another generation, "paganism" remained alive and, in some of its forms, flourished and underwent transformations while Christianity, the religion of Constantine and his sons, became increasingly important and influential in public life and in Roman society or large.

Dr Bowder has set out to map this period of the coexistence of the old and the new during the half-century which saw a decisive shift in the balance between them. The principal aim of the book appears to be to describe the writing of a society in which the old pagan religions and the Christianity of the imperial family, and increasingly, of the educated classes and officialdom flourished side by side.

There is need for more caution than the author shows in writing of "paganism" as if it were a coherent religious phenomenon such as Christianity was. If "paganism" meant anything in the fourth century, it was simply all the religions of non-Christians lumped together by their opponents: "pagan" varied by the East and Africa, "pagan" lords in Rome, and... a mostly pagan population in the north-west (page 96) cannot be assumed to have much in common beyond the tenacity of their opposition to Christianity and its unscrupulous utilitarians. It is too easy for modern historians to see fourth-century pagans through the indifference of eyes of its deities: Dr Bowder has not consistently avoided this danger. The contrast, alleged between a "state-oriented" and a "truly religious" cult (page 152) similarly, is one that a twentieth-century historian finds much easier to define than would a fourth-century emperor or his subjects—pagan or Christian.

As a whole, however, this is a useful and informative account of a period for which English readers, while they have excellent accounts of Constantine and (now) of Julian, still lack a unified presentation such as Paganism gave to the French. An introductory chapter is devoted to Constantine's predecessor, Diocletian, and his measures designed to deal with the political, social and economic problems beguiled by the crisis of the third century. Then comes a fairly detailed narrative of the political history of the empire from Constantine to Julian, followed by chapters on imperial church foundations and buildings, official policies towards pagan and Christianity, heresy and schism, and to Julian's attempt to rally the forces of pagan "Hellenism".

The long final chapter on Christian and pagan life and art is a fine study of a wide range of artefacts of the period in the context of their use. The selection of the works discussed is dictated by the author's strong sense of a society

robbed by him of their most precious commodity—their liberty. The world of the elite-states was unable to counter the suddenly acquired cohesion of the nation-state by whose creation Philip had suddenly propelled Macedon out of its Homeric past, and its maintenance of the old aristocratic ethos was not the noble tragic hero who strove in vain to galvanize corrupt and unprincipled citizens into resistance. If he was a tragic hero then the tragedy was of his own making. If, when the final confrontation came in 336 at the Battle of Chaeronea (dubbed by Miltor as fatal to liberty) the outcome refuted his policies, then that was deservedly so, for his policies were wrong, and he was incompetent. The first of the *Philippicae*, Demosthenes' contribution to our literary and political vocabulary, was indeed "greatly wrong-headed" and over Phocian Demosthenes "made a fool of himself".

Philip was a master of statecraft and statesmanship, a master tactician who often displayed a coldness with external opponents. He made his dispositions with the purpose of a Blomack, Frederick the Great and Muechavall, through policy, diplomacy and force—not through wholesale bribery and corruption as the Greek and Roman writers pretended, for he did not have the

Cicero and the End of the Roman Republic  
by W. K. Lacey  
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"Fame, not power or wealth", writes Professor Lacey in his preface to this fourth biography of Cicero to roll off the printing presses of England in the past seven years, "was the limit of Cicero's ambitions".

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Yet, for all that, I persist in the conviction that Cicero's chief ambition was not fame (and certainly not posthumous fame—he was for too sensible to allow that to outweigh all else) but power, the power to influence and direct the course of events in his own lifetime. His speeches in the law, in the Senate and in the Roman people helped build up that power, and were, often, the instruments by which it was deployed; but his other literary and philosophical writings, for all their immense interest and importance for the history of the intellectual life of Europe, always for him took second place to his political and public life. He was a man of the time left over from his public activities or as a means of occupying his mind and his energies in periods of enforced absence from the political centre stage.

His own lifetime spanned the period of the death-throes of the Republic: born in the same year as Pompey the Great, he died 18 months after Julius Caesar was assassinated, and in his maturity he was always one of the men who really mattered. The most forceful, effective, and polished speaker of his time, and perhaps of all time, he could be an invulnerable ally or a dangerous opponent. Charming and witty, indefatigably efficient as a lawyer and administrator, he was a man of letters, a sensitive, imaginative, and basically decent and likeable man, he worked for the preservation of the *libera res publica* which he loved with all his heart, and for which in the end he sacrificed his own life with an innate optimism and a brilliant self-confidence, which could occasionally, but usually only briefly, be clouded over by moods of deep disillusion and bleak despair. Above all, he is the only figure of ancient Greece and Rome whom we can see fully in the round, thanks

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## BOOKS

### A period of religious transition

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only to his many speeches and essays and treatises which have survived, but above all to the rich treasure of nearly 1,000 letters from him to his friends and from his friends to him, which shed a flood of light not only on him but on his age, most of them written as we write our own letters, without thought for publication or literary immortality and, saving, like the offerings that Odysseus made to the twitting ghosts of Hades, to the clothe the dead eagle in flesh and bones and blood.

Material enough for any number of books. But this book, I regret to say, promises only to disappoint. Despite its title, it has little to say about the underlying reasons why the Roman Republic ended, and how Cicero's own life was intertwined with that ending. Despite its author's avowed purpose, "its attention to the large question of Cicero's literary achievement and importance is cursory and run-of-the-mill. It is evidently meant for the general reader (there are no footnotes and no references), but has nothing new to say and too little room in which to say it. Which is a great pity.

Lacey is a fine and imaginative and fresh-minded scholar, as his other published work amply demonstrates. But here, I suspect, the narrow limits of space and object have served to mask those qualities.

D. L. Stockton

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An introductory text for undergraduates with some knowledge of calculus. Looking towards the monetarist approach, this up-to-date work begins with a discussion of labour economics and contains an analysis of the monetarist policy. With an excellent coverage of growth theory, value and inflation, this text presents both the unity and the diversity of current macroeconomic thought.  
Contents: Aggregate Supply, The Labour Market, Aggregate Demand, The Monetarist Model, The Supply of Money, Models of Economic Cycles, Inflation, An Open Economy Model, Monetary and Fiscal Policy in a Cyclically Balanced Economy, Theory of Stabilization Policy, Growth, Monetary and Fiscal Policy in the Open Economy, Conclusion.  
02347702.7 Hbk 227 pages £12.75 02501013 Pp 240

from COLLIER MACMILLAN

BRITISH ELECTIONS:  
MYTH AND REALITY  
Geoffrey Alderman  
£3.25 paper 0 7134 01966 £6.95 0 7134 0195 8  
230 pages

This book highlights the sharp differences between what is supposed to take place in parliamentary elections and what really does take place. It questions the assumptions about who the voters are, who they vote for and about the influence of the media and public opinion polls; it looks at the voting alignments by sex, age, religion and region. Ideal reading for students and for all critically interested in contemporary British politics.

Geoffrey Alderman is a lecturer in the Department of History, Royal Holloway College, University of London.

Batsford Academic  
4 Fitzhardinge Street, London W1H 0AH







**SURREY**  
HIL. UNIV. LIBS  
DEPARTMENT

Applications are invited from suitably qualified graduates for a Lectureship in History in the Department of History. Preference will be given to applicants with a

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## Polytechnics

**SHEFFIELD  
CITY POLYTECHNIC**  
DEPARTMENT OF  
COMMUNICATIONS

**Lecturer  
in Community  
Studies**  
(F5VC10L)

Salary Scale: £24,000-£30,000

Applicants should be qualified in cognitive and managerial aspects of psychology and interaction.

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Polytechnic Dept  
forde House, FIL  
Sheffield S1 2SS  
forms should be re  
September, 1978.

**ASSIST.  
GRAPHIC  
DESIGNER**  
**£3,182-£5,500**

To take responsible design and print teaching/learning is essential in the design materials in film TV graphics, tape.

BA in Graphic Design qualification two years relevant desirable, but essential qualification. Five years studio be considered.

Further details forms from Post Brighton Polytechnic, Brighton Brighton BN1 9QJ. Closing date 22/10/1978.

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## THE POLYTECHNIC HUDDERSFIELD

Department of Architecture  
PRINCIPAL LECTURER  
OR SENIOR LECTURER-ARCHITECTURERef. ACA/19/9/0  
Applications are invited from well-qualified architects. This is a new post requiring good practical experience combined with a high level of theoretical knowledge. The successful candidate will be involved in teaching and research in design, particularly in the field of building design.

## Department of Behavioural Sciences

## LECTURER II-SOCIAL WORK

(Part-time two-year contract) Ref. ACA/24/2  
Applications are invited from professionally qualified graduates to contribute to the teaching of social work methods and practice.

## LECTURER II-SOCIOLOGY

(Part-time two-year contract) Ref. ACA/24/3  
Applications are invited from good honours graduates with special interests in Sociological Theory and Modern Industrial Society.

## Department of Building

SENIOR LECTURER OR LECTURER II-  
QUANTITY SURVEYINGRef. ACA/20/2/0  
Applications are invited from persons possessing relevant qualifications with suitable professional experience, and be capable of leading to students of Building and Quantity Surveying. Diploma and Degree courses. Some teaching experience is desirable, but not essential.Department of Computer Studies  
and MathematicsSENIOR LECTURER OR LECTURER II-  
APPLIED STATISTICSRef. ACA/23/2/0  
Applications are invited for the above post which is to support and develop the work of the Department in Statistics, which includes the following: Computing in Business, Statistics, and other related courses throughout the Polytechnic. Candidates should possess a good honours degree in Statistics or equivalent qualifications and experience.Department of Geography and Geology  
LECTURER II-GEOGRAPHYRef. ACA/23/0  
Applications are invited from good honours graduates to teach introductory courses in Human Geography, and in particular classes and have a special interest in regional analysis and quantitative methods. Staff are expected to undertake activities, including research in addition to teaching duties.  
Salary: £17,047 to £27,816 (bar) to £28,844 per annum  
£14,101 to £24,368 per annum  
Further details and application forms (to be returned by September 28, 1978) from the Establishment Office, The Polytechnic, Ousegate, Huddersfield H1 3DH. Telephone 0484 22285, ext. 2226.

## KINGSTON POLYTECHNIC

School of Electronic Engineering and Computer  
ScienceLECTURER II/SENIOR LECTURER IN  
DIGITAL ELECTRONICS AND SYSTEMS

Candidates should be highly qualified with appropriate postgraduate and/or industrial experience. The successful applicant will be expected to teach digital electronics and systems to electronic engineers and computer scientists, and a thorough knowledge of micro-processors, and micro- and mini-computer operation would be an advantage.

He/she will be expected to set up a research programme and the post, which is available immediately, offers substantial opportunity for initiative and drive. Salary within range £24,101 to £27,872 inc.

Further details and application forms (to be returned by September 28, 1978) from Academic Registry, Dept. AO, Kingston Polytechnic, Penrhyn Road, Kingston upon Thames KT1 2EE, 01 549 1365.

Middlesex Polytechnic  
Library Services

## Technical Services Librarian

Salary within the Principal Lecturer range:  
£27,344-£39,141 p.a. inc.An academic appointment to develop and implement new management and information systems in support of a wide range of library and learning resources.  
The appointee must have substantial interest in and understanding of librarianship, information science and higher education, should be academically well qualified and hold appropriate professional qualifications. Previous experience of automated systems is essential.  
Please write for full details and an application form: The Appointments Officer (Ref. A2765), Middlesex Polytechnic, Bounds Green Road, London N11 2NQ. Closing date September 16.

## ULSTER POLYTECHNIC

## Faculty of Technology

## School of Maritime Studies

LECTURER II/SENIOR  
LECTURER-STRUCTURES

Applications are invited from suitably qualified graduates for the above post in the School of Maritime Studies. The person appointed will be expected to develop expertise in the growth field of design and analysis of marine structures.

## LECTURER III-NAVIGATION

To teach nautical science subjects at various levels in the School of Maritime Studies.

## School of Building

LECTURER II-  
BUILDING TECHNOLOGY

Applicants should have a knowledge and understanding of the principles, factors and requirements which influence the design and construction of buildings together with a modern approach to the practical production and construction of buildings. A post-graduate qualification is desirable. An interest in the behavioural and organizational aspects of accounting systems would be advantageous.

## School of Mechanical and Industrial Engineering

LECTURER II-  
SYSTEMS & CONTROL

In addition to a broad knowledge of Mechanical Engineering, the person appointed will have expertise in the fields of Systems and Control. He/she will contribute to teaching, research and curriculum development at degree and post-graduate level in this field. A Chartered Engineer will be preferred.

## Faculty of Education

VISITING LECTURER-EDUCATION  
(COMMUNICATION STUDIES)One Year Appointment  
Applications are invited from teachers and others interested in the development of Communication Studies to Secondary Schools. There will be opportunities for teaching, research and programme planning in this expanding area.Salary Scales: SENIOR LECTURER £6,051-£7,065/£7,572  
LECTURER £4,101-£6,558  
LECTURER I £3,192-£5,334  
VISITING LECTURER £4,101-£6,558The Polytechnic is a direct grant institution with an independent Board of Governors. It opened in 1971 and now has a student population of some 7,100. It has extensive new purpose-built accommodation, including 750 residential places on the 114-acre campus overlooking the sea at Jordansdown, a pleasant and quiet residential area. There is a scheme of assistance with removal.  
Further particulars and application forms, which must be returned by September 28 except Post 3 which is by October 2, may be obtained by telephoning: Witleybury (0231) 65131, ext. 2243, or by writing to: The Establishment Office, Ulster Polytechnic, Shore Road, Newtownabbey, Co. Antrim BT37 0QB.

## KINGSTON POLYTECHNIC

Applications are invited from suitable qualified candidates for the post of

COMPUTER  
UNIT  
DIRECTORBurnham HoD grade V £8,940-£9,900 inclusive  
Write for further details and application forms (to be returned by 5th October, 1978) to the Academic Registry, Dept. AO, Kingston Polytechnic, Penrhyn Road, Kingston upon Thames KT1 2EE.CITY OF LONDON  
THE POLYTECHNICASSISTANT ADMISSIONS  
OFFICER

Applications are invited for the post of Assistant Admissions Officer. The successful candidate will be responsible for the admission of students to the City of London Polytechnic.

Preference will be given to persons with suitable experience in the field of admissions, and who are able to work with a team. The successful candidate will be expected to undertake a variety of duties, including the organization of open days, the processing of applications, and the provision of advice to students and parents.

Salary will be £4,669 starting plus dependent on qualifications and experience.  
Further details and application forms (to be returned by 5th October, 1978) from the Assistant Secretary, City of London Polytechnic, 100, Abchurch Lane, London EC4N 3DF.

Applications are invited for the following posts:

Faculty of Art and Design—Greengate House Annex  
Plaislow, E13Principal Lecturer in Fashion  
Required as Course Tutor for the Polytechnic Diploma in Fashion Textile Design. The successful applicant will be required to lead a team responsible for the development of a sandwich degree in Fashion Design and Marketing and for the development of a degree programme in Fashion Design and Marketing. The person appointed will be expected to develop expertise in the growth field of design and analysis of marine structures.Faculty of Business—Berkley Precinct  
Department of Accounting and FinanceLecturer II in Behavioural Science  
Graduate Behavioural Scientist, teach primarily on an Accountancy and Finance Degree. The successful applicant will be required to lead a team responsible for the development of a sandwich degree in Behavioural Science and Finance. The person appointed will be expected to develop expertise in the growth field of design and analysis of marine structures.Faculty of Environmental Studies—Wellham Forest  
PrecinctDepartment of General Surveying and Construction  
Lecturer II in Valuation Studies  
To teach at degree level, Applications will be expected to contribute their teaching in Valuation Studies and Property Taxation and should have had recent experience in these areas in either the public or private sector of the profession. Candidates should have an appropriate degree and/or professional qualification.Faculty of Science—West Ham Precinct  
Department of Mathematics  
Lecturer II/Senior Lecturer in Statistics or Operational Research  
Candidates should have a good first degree and a higher degree in a branch of statistics or operational research with research interests in a pure or applied field. Interest in business or management science preferred.Department of Paramedical Sciences  
Lecturer II in Microbiology with special  
Interest in Food Microbiology

To teach General Microbiology on a number of Faculty Courses. Technology of Food Microbiology and Food Science and Food Technology. Temporary post, available vico permanent appointment with effect from 1.7.78.

Department of Student Services—Berkley Precinct  
Student Counsellor—Lecturer II

Psychologist, or similarly qualified graduate to work for the Counselling and Guidance Service on personal counselling, personal growth counselling within the careers context and academic skills training.

Academic Personnel Office  
Deputy Academic Personnel Officer

A unique opportunity exists to join a small team of staff engaged on academic personnel administration in a large and progressive institution. The successful candidate will be responsible for the recruitment, selection and development of academic staff, and for the management of academic personnel records.

Salary Scales:  
Principal Lecturer: £7,047-£8,844 per annum  
Senior Lecturer: £6,051-£7,572 per annum  
Lecturer II: £4,101-£6,558 per annum (plus applicable London Allowance)Deputy Academic Personnel Officer: £5,058-£6,553 inclusive  
Further details and application forms from:  
The Senior Academic Personnel Officer (2)  
North East London Polytechnic, Forest Road  
London E17 4JH  
Telephone: 01-547 2272 (Extension 30)  
Closing date: 22nd September, 1978.N.E.L.P. North East  
London  
PolytechnicKINGSTON POLYTECHNIC  
Learning ResourcesEDUCATIONAL AIDS  
OFFICERThis is a new post created to co-ordinate the administration of AVA, CCTV and photographic services. A wide range of experience with expertise in at least one area is expected. Familiarity with the demands of an education environment essential.  
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Details and application forms from Assistant Registrar, Kingston Polytechnic, Penrhyn Road, Kingston upon Thames KT1 2EE, 01 549 1388.

CITY OF BIRMINGHAM  
POLYTECHNIC LIBRARY

## TUTOR LIBRARIAN

To be responsible for the day-to-day running of the Polytechnic Library. The successful candidate will be expected to undertake a variety of duties, including the organization of open days, the processing of applications, and the provision of advice to students and parents.

Salary scale: Lecturer II, £4,101 to £6,558.  
Further details and application forms (to be returned by 5th October, 1978) from the Assistant Secretary, City of Birmingham Polytechnic, 100, Abchurch Lane, London EC4N 3DF.LEICESTER  
THE POLYTECHNICSENIOR LECTURER IN DATA  
TECHNOLOGY

Required in the Educational Technology Centre for the development of a sandwich degree in Educational Technology and Data Technology. The successful applicant will be required to lead a team responsible for the development of a sandwich degree in Educational Technology and Data Technology. The person appointed will be expected to develop expertise in the growth field of design and analysis of marine structures.

Salary scale: £6,051 to £7,572 per annum.  
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## Polytechnics continued

## oxford polytechnic

## Department of Construction

Lecturer—Senior Lecturer  
in Engineering Geology

(Salary £4,101—(bar)—£7,572)

Applications are invited from those with suitable qualifications and experience in teaching geology for engineers, engineering geology and hydrology in degree and diploma courses. The successful applicant will be required to lead a team responsible for the development of a sandwich degree in Engineering Geology and Hydrology. The person appointed will be expected to develop expertise in the growth field of design and analysis of marine structures.

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AssistantAcademic Division  
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## MANCHESTER

## THE POLYTECHNIC

## FACULTY OF MANAGEMENT

## DEPARTMENT OF ACCOUNTING

## AND FINANCE

## Lecturer in Accounting

## and Finance

## Applications are invited from those with suitable qualifications and experience in teaching accounting and finance in degree and diploma courses. The successful applicant will be required to lead a team responsible for the development of a sandwich degree in Accounting and Finance. The person appointed will be expected to develop expertise in the growth field of design and analysis of marine structures.

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## SA business schools

Secondly, their new course part-time business administration

not the first in South Africa because the University of Pretoria started more than 20 years ago with a part-time programme followed by Cape Town, Stellenbosch and Potchefstroom about years ago.

**G. MARAIS,**  
Director,  
School of Business Leadership,  
University of South Africa.

## The Wordsworth letters

Sir,—May I be permitted to thank you for the very generous notice on August 11 of my new edition of *The Letters of William and Dorothy Wordsworth: The Later Years, Part 1*?

It is quite true that the remarkable collection of Wordsworth letters which was sold at Sotheby's last year and subsequently acquired by Dove Cottage at Grasmere, came to light after earlier volumes in the series had been launched. But it would like to assure all students of Wordsworth that all the newly discovered letters will eventually be incorporated into the edition.

Those belonging to the latter period will be included in their proper chronological position in the remaining volumes of *The Last Years*, while those from the earlier period will appear in a supplementary volume to the two volumes *The Middle Years* which were published in 1969-70.

Yours faithfully,  
ALAN G. HILL,  
Department of English,  
The University, Dundee.

Letters for publication should arrive by Tuesday morning of the last week. They should be as short as possible and the editor reserves the right to cut or amend them if necessary.

## Lessons of Teesside collapse

presence of sound and common sense. The academic staff does give some cause for hope that the polytechnic will be able to make the "substantial progress" demanded by the CNA. But it is impossible to be certain that sufficient progress will be made in the short time available.

making. Polytechnic directors do not want to be critical of over-elaborate and "inefficient" committee structures. The lesson from Teesside is that efficiency will never be achieved where academics are denied a proper role in the running of their own community.

## UK philosophy criticized

ten or the theories that might have been. (Despite his knighthood, I cannot consider Popper a British philosopher.) If, on the other hand, any one of the great contemporary American philosophers—say, Quine, Davidson, Putnam, or Kripke—were

to die today, philosophy would suffer a loss whose magnitude it would be difficult to exaggerate.

Moreover, the excellence of American philosophy is not simply the product of the work of a handful of "great men". There are at least 10 American philosophers, who, if they have not yet produced work as widely admired as that of Quine and Kripke, are nevertheless philosophers superior to any contemporary British philosopher. (Dovile Lewis is a reasonable uncontroversial example of a philosopher in this category.)

There is in fact only one respect in which British philosophy is superior to American philosophy. In Britain the percentage of philosophers who are embarrassed to see the profession is very low, nearly zero; in America it is very high, should think between 30 and 40 per cent. But this is a minor defect. While there are in America thousands of teachers of philosophy who in a perfect world would not be allowed to teach spelling, they

no great harm, for they almost invariably teach at institutions in which the students are so dull as to be incapable of being affected in any way by what their teachers say or do. The rest of us can ignore them.

I do not think this single advantage of British over American philosophy outweighs its great disadvantage: its inability to produce anything absolutely first-rate. I wonder whether Mr. Gibbins can explain the

Yours sincerely,  
PETER VAN INWAGEN,  
Associate professor,  
Department of philosophy,  
State University.

with a part-time programme followed by Cape Town, Stellenbosch and Potchefstroom about

**G. MARAIS,**  
Director,  
School of Business Leadership,  
University of South Africa.

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## The Wordsworth letters

Sir,—May I be permitted to clarify just one point in your review, your generous notice on August 11, my new edition of *The Letters of William and Dorothy Wordsworth: The Later Years, Part 1*?

It is quite true that the remarkable collection of Wordsworth letters which was sold at Sotheby's last year and subsequently acquired by Dove Cottage at Grasmere, came to light after earlier volumes in the series had been launched. But it would like to assure all students of Wordsworth that all the newly discovered letters will eventually be incorporated into the edition.

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